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Cornell University Announcements

Cornell University-New York Hospital

School of Nursing

1971-72



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Cornell University Announcements

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RESIDENT

CORNELL UNIVERSITY
NEW YORK HOSPITAL
SCHOOL OF NURSING



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The courses and curricula described in this *Announcement*, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.



Academic Calendar

1971-72

Orientation, entering class, begins 9:00 a.m.	Thursday, September 2
Orientation, entering class, ends 4:00 p.m.	Friday, September 3
Labor Day holiday	Monday, September 6
Registration and Advisement, all classes, 9:00 a.m.-12:00 noon	Tuesday, September 7
Fall term instruction begins, all classes, 1:30 p.m.	Tuesday, September 7
Opening convocation	
School holiday	Monday, October 25
Midsemester grades due, 5:00 p.m.	Friday, October 29
Instruction suspended, 1:00 p.m.	Wednesday, November 24
Thanksgiving recess	
Instruction resumed, 7:30 a.m.	Monday, November 29
Fall term instruction ends, 5:00 p.m.	Wednesday, December 22
Christmas recess	
Course completion period begins, 8:00 a.m.	Thursday, January 6
Course completion period ends, 5:00 p.m.	Tuesday, January 11
Final examinations and clinical evaluation begin, 9:00 a.m.	Wednesday, January 12
Final examinations and clinical evaluation end, 5:00 p.m.	Friday, January 14
Midyear recess	
Registration, all classes, ends 9:00 a.m.	Monday, January 24
Spring term instruction, all classes, begins 9:00 a.m.	Monday, January 24
Midsemester grades due, 5:00 p.m.	Friday, March 17
Spring recess	Saturday, March 18
Instruction resumed, 7:30 a.m.	Monday, March 27
Spring term instruction ends, 5:00 p.m.	Friday, May 12
Course completion period begins, 8:00 a.m.	Monday, May 15
Course completion ends, 5:00 p.m.	Friday, May 19
Final examinations and clinical evaluation begin	Monday, May 22
Final examinations and clinical evaluation end, 12:00 noon	Friday, May 26
Final grades in, class of 1972, 5:00 p.m.	Friday, May 26
Memorial Day holiday	Monday, May 29
Convocation and commencement	Wednesday, May 31

The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.



Cornell University-New York Hospital

School of Nursing

History of the School

The Cornell University-New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing, one of the earliest nursing schools in the country. The School is part of the New York Hospital-Cornell Medical Center, which includes also the Cornell University Medical College and the various buildings of The New York Hospital extending from Sixty-eighth to Seventy-first Streets on the East River.

The Center is a joint undertaking of The Society of the New York Hospital and Cornell University, committed to a fourfold purpose in the (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and the (4) promotion of public health through the development of preventive medicine.

The New York Hospital is the second-oldest voluntary hospital in this country, its Royal Charter having been granted in 1771, in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled, and on early maps the location was designated simply as "the Hospital."

Cornell University, with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted much thought to the good that might be done by giving his wealth to education. A second circumstance was the fact that the state of New York had received a substantial land grant, under the Morrill Act of 1862, for the support of colleges

teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864-65, a young senator named Andrew D. White, later to become the first president of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients; in 1799 Dr. Valentine Seaman, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When, in 1873, the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of The Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the Medical Center was opened in 1932.

The health needs of the community and country have been the guiding force in the development of the School, which has modified its program to keep pace with these needs. Today, the work of the professional nurse requires much more self-direction and leadership ability than in the past, and, in recognition of this, the University program was established in 1942. Since 1946, all students

admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

The Cornell University-New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

Accreditation

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

The School is registered by the State Education Department, Division of Professional Education of the University of the State of New York.

The Professional Program

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

Philosophy

Education is a process which helps the individual to develop his potential so that he may function productively within existing and changing social systems. This is a dynamic process involving the active participation of the learner and the teacher. The school provides the environment in which the learner can test his abilities and evaluate his progress.

The liberal arts courses provide the foundation for the professional courses of the nursing major. The integration of these areas enables the student to understand himself, his social and physical environment, and the role of the professional nurse in society.

The professional nurse recognizes the right of the individual to attain and maintain his optimum state of health. He actively participates with individuals and families to establish and evaluate health goals and intervenes to alter these goals with appropriate action when necessary.

The professional nurse assumes responsibility for maintaining optimum standards for the planning and the delivery of nursing care. He is able to do this in a variety of settings not only as an individual but as a member of the interdisciplinary health team.

He recognizes the need to speak on both community and professional issues which are within his field of competence and assists in promoting the public interest in health by defining and clarifying health issues.

As a professional person he recognizes the need to continue to develop his personal and professional competence through the formal and informal educational structures which are best suited to his needs and abilities.

Objectives

Upon completion of the program the graduate will—

- function as a beginning-level professional nurse practitioner in a variety of settings;

- use the intellectual skills of observation, assessment, planning, and evaluation to establish and implement nursing goals;

- understand how man functions in relationship to himself and others in health and sickness;

- apply principles of leadership in directing nursing care of patients;

- function as a colleague with members of an interdisciplinary team;

- possess a foundation for continuing professional development in nursing.

The Nursing Major

The nursing major, consisting of four semesters of full-time study, is offered in two programs identified as Program I and Program II. Both programs are based upon the philosophy that liberal arts courses provide the foundation for the professional courses of the nursing major. In keeping with this philosophy, course requirements in the humanities, social sciences, and natural sciences have been identified as prerequisites for both programs. Sixty liberal arts credits are required for admission to Program I. In addition to presenting the required prerequisites for the nursing major, students who enroll in Program II are required to hold a baccalaureate degree in another discipline before admission to the professional program. Both programs lead to the degree of Bachelor of Science in Nursing.

Each student entering the school is expected to complete the entire program for which he is enrolled. To meet the objectives of the program, students will have clinical experiences in a variety of hospital and community settings. In order to be eligible for the degree from Cornell, the last year must be spent in full-time study in one of these programs. The faculty reserves the right to make changes in the curriculum which it believes are in keeping with the changing needs of society or the best interests of the student and the school.

The programs are planned so the student moves from less-complex situations in the care of individuals and families, to those situations which test his ability to provide leadership in the delivery of health services.

Initially attention is focused on the acquisition of nursing skills and the role of the professional nurse in the care of adult patients.

In the courses of the second and third semester, the student studies the patient in the hospital, the home, and the community. The content of one semester deals with the family in which the preg-

nant woman and the child provide the focus for the learning experiences. The content and experiences offered in the alternate semester provide the student with the opportunity to explore the needs of patients and families who are facing problems of short- and long-term physical and emotional illnesses. Study of the effect of the environment upon health and disease is correlated with the content of this semester.

In the final semester the student has the opportunity to test his leadership ability in the delivery of patient care.

Courses in the biological and social sciences are offered concurrently with the nursing courses.

Plan of Program I

Detailed descriptions of the courses listed below are found on pp. 17-18.

Third Year

Fall Semester

	Hours
Nursing 153	10
Nursing 160	2
Biological Science 130	4
	—
	16

Spring Semester*

Nursing 154	10
Social Science 107	2
Biological Science 131	3
	—
	15

Fourth Year

Fall Semester†

Nursing 155	11
Public Health 246	2
Biological Science 132	3
	—
	16

Spring Semester

Nursing 250	12
Social Science 108	3
Social Science 207	2
	—
	17

* Two-thirds of the class will elect these courses for the fall semester of the fourth year.

† Two-thirds of the class will elect these courses for the spring semester of the third year.

Plan of Program II

For detailed descriptions of the following courses, see pp. 17-18.

First Year

Fall Semester

	Hours
Nursing 156	10
Nursing 160	2
Biological Science 133	3
	—
	15

Spring Semester

Nursing 157	10
Social Science 107	2
Biological Science 134	3
	—
	15

Second Year

Fall Semester

Nursing 256	10
Biological Science 135	2
	—
	12

Spring Semester

Nursing 257	10
Social Science 108	3
Social Science 207	2
	—
	15

Admission

General Requirements

The number of applicants with minimum qualifications exceeds the number of students that can be admitted to the two programs of the nursing major each year. Selected each year are those applicants who, in competition with others seeking admission at the same time, have demonstrated by their qualifications that they are well fitted for the nursing profession.

Evaluation of the candidate's ability to profit from the instruction at the School of Nursing is based on his secondary-school and college records, the recommendations of school authorities, and the results of standardized achievement tests. Evidence of the candidate's ability to make effective use of free time, as well as his capacity for leadership and concern for others, is given due consideration. These are evaluated on the basis of extra curricular activities, references, and an interview. An extensive medical report is required because of the nature of the professional program.

A student already enrolled in the nursing major of another college or university may request the evaluation of his college record for possible transfer to this School.

It is the policy of Cornell University actively to support the American ideal of equality of opportunity for all and no student shall be denied admission or otherwise discriminated against because of race, color, creed, religion, or national origin.

Specific Requirements for Program I

Students who have completed a minimum of sixty semester hours in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools may apply for transfer to the nursing major of Program I.

The following distribution of courses is to be used as a guideline in planning a program for the first two years of college. Records will be reviewed on an individual basis and adjustments made.

Communications, 6 credits: composition, public speaking, or speech

Humanities, 20–30 credits: art, language, literature, music, philosophy, religion

Natural science and mathematics, 12 credits: mathematics, biology, chemistry, physics (College-level biology and chemistry are considered essential prerequisites. Based on individual evaluation an advanced high school course in either biology or chemistry may be accepted, in which case other college science and mathematics will be accepted.)

Social science and history, 12–22 credits: sociology (3 credits required), psychology (3 credits required), political science, anthropology, economics

Specific Requirements for Program II

Persons who hold or are to be awarded a baccalaureate degree by an accredited senior college or university may be considered for admission to this program of the nursing major. Applicants to this program will be required to take selected proficiency examinations.

The following distribution of courses is required for admission to this program.

Humanities, 10 credits

Social Science, 10 credits

Natural Science, 8 credits (Although records are reviewed on an individual basis college-level biology and chemistry are considered essential prerequisites.)

Applications

Prospective students should write the Office of the Registrar, Cornell University–New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021, for forms to be used in making application for admission.

Important Dates

The following information and dates apply to applicants to both programs of the nursing major.

Requests for applications may be made any time after April 1, 1971, for admission in September 1972.

Admissions applications are due by October 1 for early review and by February 15 for regular review. Applications will be accepted after February 15 only if places remain in the class to be filled.

Early review decisions are announced January 1. Decisions made by regular review are announced in March and April. Applications sub-

mitted after February 15 will be acted upon as they are completed.

Financial-aid applications for all applicants are due by February 1. Decisions are announced May 1.

Each applicant accepted by regular review must advise the School of his decision regarding admission and financial aid by May 15. Early review applicants will be advised of this date upon acceptance.

Visits to the School

Members of the staff are available to meet with prospective applicants to discuss the School's admission requirements, application procedures, and the appropriateness of the applicant's liberal arts education in satisfying the requirements for admission. Although appointments for these visits are not required, prospective applicants are urged to call the Registrar's Office before visiting the School.

An informational visit does not take the place of the required interview which is scheduled after application materials have been submitted.

Academic Standing and Grades

The Academic Standards Committee, composed of faculty representing the two nursing programs and the Dean or her representative, meets at least two times each year to review the academic records of students in the School. The Committee is responsible for reviewing the records of students whose suitability for nursing is in question and of students whose cumulative average does not meet minimal standards for promotion or whose cumulative average has dropped seriously since the previous semester.

The Committee recommends to the faculty the promotion of all students, and the candidates for the degree of Bachelor of Science in Nursing. The Committee acts on the records of those students who qualify for the Dean's List (semester average of 3.25) and who are to be considered for graduation *with distinction*.

A student who receives a grade of D or F in a course at midsemester will be notified by the Registrar in order to give him the opportunity to seek guidance in his work during the remainder of the semester. The student may be seen by either his adviser or the dean to establish a plan to complete the remaining academic work of the particular semester.

A student who receives a semester grade of F or an Incomplete (I) in a required course will be considered on an individual basis regarding his continuation in the School. A student who receives an Incomplete in a course is required to complete the course within one year unless it is prerequisite to another course. In this instance it must be completed before registering for the subsequent course. A student who receives a D in nursing theory or practice at the end of the semester will be reviewed on an individual basis.

The faculty of the School of Nursing reserves the privilege of retaining only those students who, in their judgment, satisfy the requirements of scholarship, health, and personal suitability for professional nursing. A student who does not attain the required cumulative average of a semester may remain in the school on academic warning for one semester. If at the end of the semester his cumulative average has not reached the level required for the semester in which he is registered, he will be required to withdraw from the School. A student may be asked to withdraw without previously having been on academic warning.

Parents and guardians do not receive regular notice of the student's grades. They are advised when a student is placed on academic warning or is asked to withdraw from the School.

A student is eligible for honorable withdrawal at any time he may elect to leave if his academic and personal record meet the standards of the School and if his financial record has been cleared in the Office of the Dean.

Minimal Cumulative Averages Required

<i>Semester</i>	<i>Program I</i>	<i>Program II</i>
1st	1.6	1.6
2nd	1.76	1.78
3rd	1.82	1.84
4th	1.83	1.88

The established pattern for grading is based on the following 4.0 scale: A (3.5–4.0); B (2.5–3.4); C (1.5–2.4); D (0.5–1.4); and F (0.0–0.4).

Sigma Theta Tau

In 1968 the School received a charter for the Alpha Upsilon chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the Society are to recognize the achievement of scholarship of superior quality, to promote the development of leadership qualities, and to encourage creative work while fostering high professional ideals. Finally, it is hoped that the commitment of the individual to the ideals and purposes of professional nursing will be strengthened by participation in the Honor Society.

Students who have completed one-half of the nursing major with a cumulative average of 3.0 or better are considered for induction. In addition to demonstrated superior scholastic achievement, a candidate must give evidence of professional leadership potential and possess desirable personal qualifications.

Degree Requirements

The degree of Bachelor of Science in Nursing is granted by Cornell University. In order to qualify for the degree, the student must have attained the required minimum cumulative average for the total program and must have completed satisfactorily all of the theory and clinical laboratory courses outlined in this *Announcement* or required by decision of the faculty.

In keeping with practice throughout the University, students in the School of Nursing may be granted the degree of Bachelor of Science in Nursing with distinction. To qualify for this honor the student must have attained a cumulative average of 3.25 in the nursing major. An average of "B" in college courses taken prior to transferring to the School of Nursing is required to qualify for this honor.

State Registration for Graduates

Graduates of the School are urged to take the state board examination for licensure which is administered by the Regents of the state of New York. Each graduate is expected to take the first examination for licensure which is administered after he has completed the Nursing program. Graduates who plan to work outside of New York State should determine whether that state has a mandatory licensure law. If so, the graduate is urged to establish a date of employment based upon his expected date of licensure. Satisfactory completion of this examination licenses the graduate of the School as a Registered Nurse (R.N.). The application for the examination is released by the Office of the Registrar during the final semester in which the student is registered in the School.

Expenses

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, deposits, and related charges for services provided by the School. The second category includes living costs and items of personal expense. To help students estimate individual expenses the following table should be consulted.

Estimated Total Expenses

Although expenses, excluding tuition, fees, and room, vary for the individual students, the budget is estimated for those who plan to be resident students. Applicants and students who intend to become nonresident students should write to the Chairman, Financial Assistance Committee, for the commuting student's adjusted budget. The following figures are for the academic year.

<i>Item</i>	<i>Estimate</i>
Tuition and Fees	\$1,750
Room	500
Meals	900
Books, supplies	200
Clothing, laundry, cleaning	300
Incidentals, recreation	300
Transportation*	
Uniform supplies (entering students)	200

* Transportation for clinical experience: third-year students should add \$30 to their budget; fourth-year students \$100.

Fees

Application Fee. (For applicants registered in a general education program.) A fee of \$15 must accompany the application for first admission.

Transfer Fee. (For applicants registered in a baccalaureate nursing program). A fee of \$25 is charged to evaluate the record of a student already registered in a baccalaureate nursing program who wishes to apply for transfer to this School.

Reinstatement Fee. (For students previously registered in this school). A fee of \$10 will be charged to evaluate the record of a former student seeking to reregister in this School.

Acceptance Fee. A nonrefundable fee of \$50 must be paid by each person at the time he is notified of this tentative acceptance in the school.

Late registration fee. A fee of \$5 is charged to each late registrant. First-semester registration closes 12 Noon, September 7, 1971. Second-semester registration closes 9 a.m., January 24, 1972.

Payment of Bills

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable at registration each semester, unless special arrangements have been made with the School. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

Provision is made for the payment of bills during the registration period at the beginning of each semester. Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student voluntarily leaves the School during the course of a semester. In this case, one-half of the amount of the grant is to be reimbursed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check during the registration period. The proceeds of a loan must be applied first to the balance due on School charges but may not be claimed as an exemption from the bill.

New York State scholarships and incentive awards may not be claimed as an exemption from the tuition and fee bill since the State prepares individual checks, which are payable to the student, and sends them to the School for distribution. Checks for these awards will not be available at the time tuition and fees are due. When an extension of time for payment of part or all of the tuition and fees is granted, based on a New York State award, it is with the understanding that should the State for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

In order for a student to remain in good stand-

ing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangements made for the future repayment of loans.

Students who have questions regarding their bills, or the payment of grants or loans after the registration period, should see the administrative assistant in NR-210.

Refunds

Part of the tuition and fees will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of 10 percent per week on all charges, as of the first day of the semester. No refund will be made after the midsemester.

Financial Assistance

In general, students plan to meet the cost of their education through self-help (loans and employment). To the extent that is possible, parents are expected to contribute to the cost of a student's education.

The Cornell University-New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the appropriate Confidential Statement form to the College Scholarship Service by March 1 designating Cornell University-New York Hospital School of Nursing as one of the recipients. The Confidential Statement should be obtained from the School of Nursing.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described below. These are assigned on the basis of need rather than academic rating.

Loans are available from a fund established jointly by the School and the federal government under the terms of Part B of Public Law 88-581, Nurse Training Act, of 1964. No more than \$1,500 may be borrowed by a student during an academic year. The Health Manpower Act of 1968, enacted by the Ninetieth Congress, amended the original act to include scholarship grants as well as loans. To be eligible for either a grant or a loan, a student must intend to be enrolled full time and demonstrate the need for financial assistance. In addition, he must be a citizen or national of the United States, or have such immigration status and personal plans as to justify the conclusion that he intends to become a permanent resident of the United States.

Application for Financial Assistance

An entering student who will need financial assistance should return the Financial Assistance Application with her application form by February 1. This will be forwarded to the chairman of the Financial Assistance Committee. The Confidential Statement should be filed through the College Scholarship Service by March 1 of the year the applicant anticipates his admission to the School of Nursing.

Students enrolled in the School who expect to register for the next academic year and who anticipate the need for any form of financial assistance, should make appointments to see the chairman of the Financial Assistance Committee before December 15. All students receiving financial assistance will be seen by the chairman of the Committee during the fall semester to review their awards. Students who may or may not be receiving financial assistance and whose family situations change during an academic year, should feel free to discuss their problems with the chairman of the Committee.

Financial Assistance Administered by the School

Fund of the Committee for Scholarships. A fund, established and maintained by a committee of women interested in the School of Nursing, to assist young women who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

Allstate Foundation Grant. A grant is made available to the School each year to assist a student throughout the program.

The Switzer Foundation Grant. A grant of \$1,200 is made available to the School each year. This grant is intended to assist a student who is an American citizen living within fifty miles of New York City and who has financial need.

Davison/Foreman Foundation Grant. Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

Woman's Florist Association, Inc., Scholarship. Under a scholarship plan established in 1949 by the Woman's Florist Association, Inc., a nursing student who has satisfactorily completed one year of his nursing major is eligible for a scholarship not to exceed the sum of \$200. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

Cornell Women's Club of New York. In the spring of the year a scholarship is made available by this Club for the ensuing school year. It is

awarded either to an entering student or a student enrolled in the School.

Vivian B. Allen Scholarship Fund. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc., income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

Juliette E. Blohme Scholarship Fund. Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the class of 1922 through a gift of \$6,000, the interest on which may be used in whole or in part each year.

Samuel J. Moritz Scholarship Fund. Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

The Christian C. Yegen Scholarship Fund. Established in the spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University-New York Hospital School of Nursing.

Emmajean Steel Fuller Fund. This fund, begun by the class of 1952 in memory of Emmajean Steel Fuller, a former member of the class, is available for an occasional scholarship.

Financial Assistance Administered by Outside Sources

New York State Regents Scholarships, Grants, and Loans

The following scholarships are available for residents of New York State. The applicant should apply through his high school principal while he is still a student in high school.

For more information on any of these, write to the State Education Department, State University of New York, Albany, New York 12224 requesting the leaflet *Opening the Door to College Study through the New York State Regents Scholarship Examination*.

Regents Scholarships for Basic Professional Education in Nursing. Amount, \$200-\$500 a year depending upon financial need. Applicable only to period in the School of Nursing.

Regents College Scholarships. Amount, \$250-\$1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.

Regents Scholarships in Cornell. A tuition-reducing scholarship ranging in amount from \$100 to \$1,000 a year depending upon financial need for a maximum of five years. Applicable to first

two years of college and to period in the School of Nursing.

Regents Scholarships for Children of Deceased or Disabled Veterans. Amount, \$450 a year for four years. Applicable to first two years of college and to period in the School of Nursing.

New York Higher Education Assistance Corporation sponsors a program through which students may obtain loans from local savings banks.

Scholar Incentive Program. Grants of \$100-\$500 yearly, depending on need and tuition paid, with minimum yearly grant of \$100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and those who are presently in college and maintain satisfactory academic performance.

Armed Services

Army and Navy Nurse Corps Student Programs. Students in either of the basic nursing programs may apply for appointments in the Army Student Nurse Program, six to eight weeks prior to entrance to the School, or to the Navy Nurse Corps Candidates Program prior to March 1 for fall entrance. The student must have had receipt of acceptance to Cornell University-New York Hospital School of Nursing before the applications will be considered. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for twenty-four months. If two years of support has been given, the student serves thirty-six months.

Public Health Nursing, New York State Department of Health Scholarship Program

Students interested in public health nursing may be eligible for New York State Public Health scholarships. The scholarships are administered in the form of a tax-free stipend paid biweekly directly to the student during the senior year of the program in nursing.

To be considered, the applicant must be recommended to the State Department of Health by the faculty of the School. In addition the applicant must be willing and able to accept full-time employment for at least one year, beginning within one month following graduation in a local official health unit exclusive of the five boroughs of New York City.

Applications are available at the School and should be filed early in the second semester of the fourth year.

General Information

School Government

Any student entering this School is automatically a member of the student organization. The functions of this organization are to enhance the professional education of the individual student

through cooperation with fellow students and faculty; to encourage in the student body maturity in matters of scholarship and personal conduct; to provide an all-inclusive organization through which business pertaining to the whole body of students may be transacted; and to foster an attitude of involvement in student life and development in the nursing program.

Residence

In general the School of Nursing is considered a resident school within the limits of its facilities. The Nurses' Residence has facilities for unmarried, female students who are expected to live in unless a request to live out is made in writing. The request must be accompanied by a letter from a parent or guardian indicating knowledge and approval of the plan to live outside of the Residence. Single male students will be assisted to find housing within a reasonable distance of the School. Unfortunately married students cannot be guaranteed the same kind of assistance. Therefore, married students are urged to assume the responsibility for finding living facilities in the metropolitan area. Married women may live in the Residence, as long as they comply with regulations for living and pay the residence fee required of all female students.

All students who live outside of the Residence must keep the Office of the Registrar informed of his or her correct address and telephone number. Each one is expected to maintain a mailbox in the Nurses' Residence, which he is responsible for checking once each day. The *Student Handbook* should be checked for details of rules governing students who live in the Residence and those who do not. The *Student Handbook* also has information regarding the facilities of the Residence.

Recreational Facilities

Because the School believes that the education of young men and women today includes healthful social relationships, provisions have been made for the development of such relationships in the life of the student.

A social committee is responsible for a full and varied social calendar, which includes such activities as dances, skating parties, coffee hours, and suppers. Other activities in which students may participate are the yearbook and singing groups. The director of student relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

Health Services

Good health is of the utmost importance and students have readily available a well-organized health service maintained in cooperation with the Personnel Health Service of The New York Hospital.

A physical examination by a physician from

the Personnel Health Service, a tuberculin test, and a chest x ray are required upon admission. Subsequently, the student has either a chest x ray or tuberculin test every six months. Elective surgery and dental work are not included and, if not taken care of before admission to the School, must be done during vacations.

Students who are ambulatory, with short-term minor illnesses, may receive meals in their rooms in the Nurses' Residence on recommendation of the physician in Personnel Health Service. Medical supervision is provided through the Personnel Health Service. If students are more seriously ill, they are cared for in The New York Hospital within the limits of the Hospital's policy on admissions and bed usage. Students are required to enroll in the Associated Hospital Service plan available to all students in the Medical Center.

If, in the opinion of the School authorities, the condition of a student's physical or emotional health makes it unwise for him to remain in the School, he may be required to withdraw, either temporarily or permanently, at any time.

Counseling Services

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in his work in the School or in connection with special personal problems.

The director of student relations assists students in every way possible in their educational, personal, and social adjustment. She also cooperates with the faculty in helping the students in these areas and directs the students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

Group therapy is available to assist students whose effectiveness and adjustment are impaired by personal concerns.

Facilities for Instruction

The facilities of The New York Hospital-Cornell Medical Center provide the setting for a considerable portion of the learning experiences offered to students in the School of Nursing. These include classrooms, laboratories, clinical services, and libraries, set in an environment which promotes a spirit of inquiry. Additional learning experiences are provided through observations and practice in community agencies and other health service agencies.

Clinical Facilities

The clinical facilities of The New York Hospital provide unusual opportunity for the care and study of patients. The New York Hospital comprises five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both inpatients and outpatients, but also with

facilities for teaching and the conduct of research. Many specialized clinical services are therefore available which are seldom found within a single organization. The Hospital has 1,100 beds and 90 clinics. Approximately 34,000 patients are hospitalized and 50,000 treated as outpatients each year. The conduct of research in all clinical departments gives the student an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in many studies depends to no small degree on the accuracy with which the nurse carries out tests and procedures and observes and records reactions.

The Medical and Surgical Departments include, in addition to general medicine and general surgery, pavilions devoted to the specialties of neurology and metabolism; urology; ear, nose, and throat disorders; plastic- and neurosurgery; and ophthalmology. The Lying-In Hospital has a capacity of 163 adults and 77 newborns and provides for obstetric and gynecologic patients. Each year, nearly 4,000 babies are born in this Hospital. Since this Center was founded in 1932, over 100,000 babies have been born here.

The Department of Pediatrics includes 117 beds, with five floors for the care of infants, older children, and premature babies. Facilities for the recreation of convalescent children and the services of an occupational therapist offer opportunities for the student to study the development and guidance of convalescent as well as sick children.

The Payne Whitney Clinic for psychiatric care has a bed capacity of 108 patients, admitted from all socioeconomic groups and from all over the world. It is an intensive treatment center for psychotherapy, and its staff and resources are unusual. The student, therefore, has an opportunity to participate in the care of patients with a variety of mental health problems.

The Outpatient Department with its ninety clinics provides opportunity for the study of a large number of patients who come for general health supervision, for diagnosis of disease, and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 230,000 patient visits are made to this Department. Arrangements for continuity of care through use of referrals to public health nursing agencies are an essential part of all experiences. Opportunity is provided for participation in the teaching of expectant parents through special classes and individual conferences and for study of the family approach to health maintenance and care of children.

Public health nursing field experience is provided in the following agencies: the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, and the Bureau of Public Health Nursing, New York City Health Department. These agencies provide opportunity for the student to learn the application of public health principles in both voluntary and official agencies.

Representatives of various governmental, voluntary, and coordinating agencies plan with the

faculty for appropriate ways to contribute to the student's knowledge of the community and of community organization for human services.

The Library

The library, in the Samuel J. Wood Library and Research Building, is shared by the students and the faculties of both the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the Library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works, and monographs. The book stacks and carrels are on two floors below the main reading room.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photoduplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

Description of Courses

Nursing Courses

153 Foundations of Nursing. Fall. Credit five hours theory, five hours laboratory. Miss Cotterell, chairman, and faculty.

The course is composed of two units. The first is concerned with learning and practicing nursing skills basic to providing nursing care. In the second unit the nursing process will be introduced and applied to the care of adult patients with representative health problems. The clinical laboratory will be utilized to apply concepts and skills in caring for patients with these and other health problems. Pharmacology, nutrition, and diet therapy are integrated throughout the course.

154 Maternal-Child Nursing. Fall and spring. Prerequisite: Nursing 153. Credit five hours theory, five hours clinical laboratory. Mrs. Natapoff, chairman, and faculty.

Designed to utilize a family-centered approach to meet the nursing needs of pregnant women, and the needs of children in health and illness, from birth through adolescence. Emphasis is given to the preventive aspects of illness. Mental health concepts are integrated throughout the course. Clinical experiences will be provided in the hospital and other community agencies.

155 Nursing for the Activation of Potential. Fall and spring. Prerequisite: Nursing 153. Credit six hours theory, five hours clinical laboratory. Miss Hansen, chairman, and faculty.

Deals with the concepts and skills needed to work therapeutically with patients who have long-term emotional and/or physical illnesses. It emphasizes the behavioral approach toward the care of patients with neuromuscular and psychiatric disorders. Clinical experiences are provided in the home, a rehabilitation center, and an acute psychiatric setting.

156 Introduction to the Nursing Process, Care of the Adult Patient. Fall. Credit five hours theory, five hours clinical laboratory. Miss Bielski and faculty. The course is composed of two units. The first is concerned with learning and practicing nursing skills basic to providing nursing care. In the second unit the nursing process will be introduced and applied to the care of adult patients with representative health problems. Pharmacology, Nutrition, and diet therapy are integrated throughout the course. The clinical laboratory will be utilized to apply concepts and skills in caring for patients with these and other health problems.

157 Maternal-Child Nursing. Spring. Prerequisite: Nursing 156. Credit five hours theory, five hours clinical laboratory. Mrs. Natapoff, chairman, and faculty.

Designed to utilize a family-centered approach to meet the nursing needs of pregnant women, and the needs of children in health and illness, from birth through adolescence. Emphasis is given to the preventive aspects of illness. Mental health concepts are integrated throughout the course. Clinical experiences will be provided in the hospital and other community agencies.

160 Interpersonal Processes in Nursing. Fall. Prerequisite: psychology, three credits; sociology, three credits. Credit two hours. Miss Klimenko.

Elements of the nurse-patient relationship will be examined with emphasis on techniques of interviewing, the professional commitment, stages of the relationship, therapeutic communication, and the utilization of the supervisory process.

250 Transition to Nursing Practice. Spring. Prerequisite: Nursing 153, 154, 155. Credit five hours theory, seven hours clinical laboratory. Mrs. Hugo, chairman, and faculty.

Provides students with the opportunity to further develop their nursing practice in selected health areas. The study of current and projected trends in nursing practice will serve as a basis for exploring the responsibilities of the professional nurse to himself, the patient, his profession, and his society.

256 Community Health: Care of Patients with Environmentally Related Health Problems. Fall. Prerequisite: Nursing 156, 157. Credit five hours theory, five hours clinical laboratory. Miss Keith and faculty. Focus is directed toward increasing students' understanding of the role of the professional nurse in the care of individuals and families whose health problems necessitate a comprehensive community approach. Included will be the basic principles of community health organizations and current and future trends in health care. Clinical experience in community health agencies, extended care facilities, and psychiatric facilities will be provided.

257 Dimensions of Nursing. Spring. Prerequisite: Nursing 156, 157, 256. Credit two hours theory, eight hours clinical laboratory. Miss Miller and faculty.

This course considers various aspects of professional nurse practice: caring for patients with multiple and complex nursing needs; having responsibility for nursing care of many patients; and giving leadership to

others participating in nursing care. A variety of hospital, home, and community settings will be utilized for clinical practice.

Social Science and Related Courses

107 Human Behavioral Development. Spring. Credit two hours. Dr. Lee Salk.

The interaction of physiological, genetic, and environmental factors in conjunction with developmental stages will be presented in studying human behavioral development, with emphasis on the development of psychopathology. This will include all stages in development from early infancy through old age. Specific emphasis will be placed on child-rearing practices. Patients will be presented to demonstrate interviewing techniques and the child's emotional response to hospitalization.

108 Introduction to Research. Spring. Credit three hours. Faculty to be appointed.

The student is introduced to the basic skills needed for the critical evaluation of research material. Understanding statistical concepts and biostatistics are included in the course.

207 Nursing in the Social Order. Spring. Credit two hours. Dr. Lambertsen.

The structure and function of both formal and informal social organizations are considered, especially as they influence the work of the professional nurse in the delivery of health services.

246 Public Health. Fall. Credit two hours. Public Health nursing faculty.

A study of community health needs and designs for meeting these needs. Programs and organizations participating in the formal and informal community health structure will be examined using an epidemiologic framework.

Biological Science Courses

130 Biological Science. Fall. Credit four hours. Dr. Rubenstein.

An introductory course designed to identify fundamental concepts of structure and function in the human organism. Selected underlying anatomical and physiological disturbances that occur in man will be correlated with the clinical nursing course 153. Bio-

chemical principles of metabolism, electrolytes and acid-base balance are integrated.

131 Biological Science. Fall and Spring. Credit three hours. Dr. Rubenstein.

A study of the reproductive cycle in man. The mechanisms of fertilization, the birth process, growth and maturation are included. Principles of heredity, and general embryology are explored. The causes of mutations in man and medical genetics are surveyed. This course will be correlated with the clinical nursing course 154.

132 Biological Science. Fall and spring. Credit three hours. Mrs. Stolar.

Morphologic and functional study of the nervous system in man with special reference to interference of normal pathways. Neurone physiology, neuroanatomy, receptor physiology, neural pathways as a basis for integrative activity and neuromuscular relationships are included. Degenerative processes in basic tissues will also be explored. Selected disturbances that occur in man will be correlated with the clinical nursing course 155.

133 Biological Science. Fall. Credit three hours. Mrs. Stolar and faculty.

An introduction to the properties and physiological processes common to all animals. Protoplasmic organization, membrane characteristics, energetics, control systems, and cell division will be covered. The cardiovascular-pulmonary and gastrointestinal systems will be studied. Emphasis will be placed on interference of normal function, mechanisms of compensation, tissue change, and sequelae. Hormones will be surveyed to understand their control of biological processes.

134 Biological Science. Spring. Credit three hours. Mrs. Stolar and faculty.

The reproductive cycle in man will be studied. Principles of heredity, general embryology, and development of organs and systems will be included. There will be a survey of the microorganisms detrimental to man. This course is designed to acquaint the student with communicable diseases that are endemic to society. Principles of immunity will be covered.

135 Biological Science. Fall. Credit two hours. Mrs. Stolar and faculty.

A survey of the microorganisms detrimental to man. Morphology, physiology, distribution, pathogenicity, and control will be included. This course is designed to acquaint the student with communicable diseases that are endemic in society. The correlation between disease patterns and social climate will be identified.

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Mary Klein, M.A., R.N., Professor Emeritus of Nursing
Margery T. Overholser, M.A., R.N., Professor Emeritus of Nursing
Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing
Veronica Lyons Roehner, M.A., R.N., Professor Emeritus of Nursing
Henderika J. Rynbergen, M.S., Professor Emeritus of Science
Agnes Schubert, M.S., R.N., Professor Emeritus of Nursing

Professors

- Muriel R. Carbery, M.S., R.N., Professor of Nursing; Director, Nursing Service (A.B., Hunter College, 1933; Diploma in Nursing, New York Hospital School of Nursing, 1937; M.S., Catholic University of America, 1951)
- Eleanor C. Lambertsen, Ed.D., D.Sc. (Hon.), R.N., Professor of Nursing; Dean, School of Nursing (Diploma in Nursing, Overlook Hospital School of Nursing, 1938; B.S., Columbia University, 1949; A.M., 1950; Ed.D., 1957; D. Sc. (Hon.), Alfred University, 1969)

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- Elenora Haas, M.S., R.N., C.N.M., Assistant Professor of Nursing (Diploma in Nursing, Bishop De Goesbriand School of Nursing, 1944; B.S.Ed., Hunter College, 1958; M.S., Columbia University, 1961; C.N.M., Maternity Center Association, 1961)
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 Alberta Evans, R.N., Supervisor, Outpatient Nursing Service
 Ena Fisher, R.N., Supervisor, Outpatient Nursing Service
 Marie Frohman, R.N., Supervisor, Outpatient Nursing Service
 Patricia O'Regan, M.A., R.N., Supervisor, Outpatient Nursing Service
 Carol Hanna, M.A., R.N., Administrative Assistant, Pediatric Nursing Service
 Phyllis Allen, M.A., R.N., Supervisor, Pediatric Nursing Service
 Geraldine Glass, M.A., R.N., Supervisor, Pediatric Nursing Service
 Barbara Morris, B.S., R.N., Supervisor, Pediatric Nursing Service
 Mary Richardson, R.N., Supervisor, Pediatric Nursing Service
 Diana Newman, B.S., R.N., Acting Coordinator, Pre-mature Institutes
 Susan Blackburn, B.S., R.N., Nurse Clinician, Pediatric Nursing Service
 Gay Page Kelly, B.S., R.N., Nurse Clinician, Pediatric Nursing Service
 Eugenia Piszczatowska, M.A., R.N., Staff Assistant, Private Patients
 Rosemarie Bosco, B.S., R.N., Staff Assistant, Private Patients Nursing Service
 Gladys Dykstra, M.A., R.N., Staff Assistant, Private Patients Nursing Service
 Jane Geoghan, M.A., R.N., Supervisor, Private Patients Nursing Service
 Ursula MacDonald, R.N., Supervisor, Private Patients Nursing Service
 Shirley Richardson, B.S., R.N., Supervisor, Private Patients Nursing Service
 Kathleen M. Young, B.S., R.N., Staff Assistant, Private Patients Nursing Service
 Theresa Caron, M.A., R.N., Administrative Assistant, Surgical Nursing Service
 Grace Brown, M.A., R.N., Supervisor, Surgical Nursing Service
 Tillie Cherhoniak, R.N., Supervisor, Surgical Nursing Service
 Loretta Kilfoyle, M.A., R.N., Supervisor, Surgical Nursing Service
 Ludvina Kroemer, B.S., R.N., Supervisor, Surgical Nursing Service
 Mary Pozniak, M.S., R.N., Supervisor, Surgical Nursing Service
 Amy Chou, M.A., R.N., Clinical Supervisor, Surgical Nursing Service
 Sally Everson, B.S., R.N., Nurse Clinician, Surgical Nursing Service
 Alene Haas, B.S., R.N., Nurse Clinician, Surgical Nursing Service
 Emelia Luddy, M.A., R.N., Nurse Clinician, Surgical Nursing Service
 Mary Ann Schmidt, B.S., R.N., Nurse Clinician, Surgical Nursing Service

Cooperating Groups

Advisory Committee on Prenursing Students on the Ithaca Campus

Placement Service

Mrs. Ann Rogers, Assistant Director, Placement Service (Women's Placement)

Guidance and Testing Center

Howard G. Andrus, Professor, Guidance and Personnel Administration

College of Human Ecology

Jean Failing, Professor, Associate Dean for Undergraduate Education

College of Arts and Sciences

John M. Anderson, Professor of Zoology

College of Agriculture

Howard S. Tyler, Professor in Personnel Administration (Vocational Guidance and Placement)

Office of Admissions

Robert Storandt, Director of Admissions

Alumnae Association

Eleanor Taggart, '57, President

Committee for Scholarships

Mrs. Robert F. Shuping, President

Class of 1972

The name of the student is followed by his home address. The college or university from which he transferred is given in parentheses.

Program I

Adams, Lois Carol, West Caldwell, New Jersey (Juniata College)

Bavaro, John A., Inwood, New York (State University at Stony Brook)

Bayer, Lynn Josephine, West Hempstead, New York (Hofstra University)

Benjamin, Brenda Delores, Springfield Gardens, New York (Hunter College)

Bilski, Ellen Dianne, Jermyn, Pennsylvania (Marywood College)

Boemi, Marlene, Englewood, New Jersey (DePauw University)

Brosnan, Maureen Ann, Bay Shore, New York (D'Youville College)

Budrius, Charlene, Woodbury, Connecticut (Bay Path Junior College)

Butt, Kathleen Therese, Wantagh, New York (D'Youville College)

Caldwell, Dorothea, New York, New York (Manhattan Community College)

Carr, Susan Shelby, New York, New York (Centenary College)

Cheng, Nora, Beechhurst, New York (C. W. Post College)

Cherowitzo, Judy Chock, Brooklyn, New York (City College)

Dietz, Elizabeth, Valley Stream, New York (Upsala College)

Donnarumma, Barbara Anne, Westwood, New Jersey (College of New Rochelle)

Engh, Sharon Anne, Sycamore, Illinois (Bucknell University)

Fairchild, Anne-Marie, Tenaflly, New Jersey (Alfred University)

Ferguson, Elisabeth Alexandra, Scarsdale, New York (Middlebury College)

Fleming, Barbara Benson, Chatham, New Jersey (Connecticut College)

Fox, Jane Ann, Douglaston, New York (Good Counsel College)

Goldsmith, Bonnie Dale, Brooklyn, New York (Brooklyn College)

Grace, Mary Jane, Freeville, New York (Cornell University)

Hargrove, Luradine, New York, New York (Cornell University)

Hickey, Deidre Anne, Hawthorne, New York (St. Bonaventure College)

Hill, Susan Ann, Elbridge, New York (Cornell University)

Hirshberg, Rosilyn Ruth, West Orange, New Jersey (Montclair State College)

Hubbell, Marcia Mitchell, Fall Church, Virginia (Drew University)

Humble, Janet Ruth, Cherry Hill, New Jersey (Douglass College)

Iddles, Andrea, Harwich, Massachusetts (Lasell Junior College)

Jacobs, Lynn, Philadelphia, Pennsylvania (Boston University)

Jeffreys, Victoria Anne, Pelham, New York (Green Mountain College)

Johns, Jane Struthers, New York, New York (Drew University)

Jordan, Karen Lee, Willingboro, New Jersey (Douglass College)

Lange, Jan Holly, Yonkers, New York (Concordia College Institute)

Lewis, Karen Meredith, Levittown, New York (Cornell University)

Linton, Mary Louise, Setauket, New York (State University at Stony Brook)

Littman, Lillian Sarlotta, Manhasset Hills, New York (American University)

Lundgren, Linda Jean, Glen Cove, New York (Hofstra University)

Lynaugh, Kathleen F., Bronx, New York (Fordham University)

Mattison, Carolyn Ann, Brooklyn, New York (Elizabeth Seton College)

McBride, Catherine Elizabeth, New York, New York (D'Youville College)

McGrory, Francine Ann, New York, New York (Elizabeth Seton College)

McNamara, Virginia Anne, New York, New York (Elizabeth Seton College)

Mulder, Margaret Eileen, Glen Cove, New York (Marywood College)

Nakamoto, Ann, Kaneohe, Hawaii (University of Hawaii)

Needleman, Darlene H., Wantagh, New York (Boston University)

Nordberg, Mary Jean, Emporium, Pennsylvania (Nyack Missionary College)

O'Neill, Sharon Ann, East Norwich, New York (College of Mount Saint Vincent)

Orans, Sherry Lee, Brookline, Massachusetts (Boston University)

O'Sullivan, Maureen Katherine, Rosemont, Pennsylvania (Dunbarton College)

Ozorowski, Michaelene, Point Pleasant Beach, New Jersey (Newton College)

Pacyna, Sharon Elizabeth, New Britain, Connecticut (Newton College)

Parrasch, Susan Lynn, River Edge, New Jersey (Elmira College)

Perley, Rosemary Bernadette, Larchmont, New York (Centenary College)

Perry, Arlene Ida, West Rutland, Vermont (The King's College)

Plunkett, Nancy Christine, Yonkers, New York (LeMoyne College)

Presser, Linda Merle, New York, New York (Hunter College)

Radioli, Mary Ann E., Brooklyn, New York (St. Joseph's College)

Reilly, Katherine Ann, Brooklyn, New York (Marymount College)

Rock, Barbara Jeanne, River Edge, New Jersey (Douglass College)

Rubin, Karen Janet, Brooklyn, New York (Brooklyn College)

Sanders, Lorraine, Brooklyn, New York (Manhattan Community College)

Sayle, Suzanne F., Cleveland, Ohio (Briarcliff College)

Scholl, Catherine Midge, Tafton, Pennsylvania (Penn State University)

Scionti, Victoria Marie, Wallingford, Connecticut (Albertus Magnus College)

Siegel, Andrea L., Plattsburgh, New York (Stephens College)

Singer, Sharman Lila, Bayside, New York (York College)

Slattery, Donna Marie, Ithaca, New York (Cornell University)

Strauss, Marcia Tunick, Harrison, New York (York College)

Sweeney, Nancy M., Cranford, New Jersey (Connecticut College)

Szczepanski, Mary Alice, Buffalo, New York (D'Youville College)

Usher, Rhonda Bernstein, Scarsdale, New York (Bennington College)

Vaughan, Margaret Fenley, Grosse Pointe, Michigan (Earlham College)

Watson, Sarah Ann, Stockbridge, Massachusetts (Cornell University)

Program II

Burton, Leslie Ann, South Boston, Massachusetts (Emmanuel College)

Duchen, Katherine Louise, Des Moines, Iowa (University of Iowa)

Elliott, Robert Lloyd, Hancock, New York (Houghton College)

Gill, Mary Ellen Dorothy, Fort Lee, New Jersey (Marymount College)

Haenn, Barbara Marie, Haverford, Pennsylvania (St. Mary's College)

- Hoecke, Louise E., New York, New York (Houghton College)
- Kaiser, Linda S., Yonkers, New York (City College)
- Klein, Penny Kaplan, Brooklyn, New York (Brooklyn College)
- Lilja, Paul Stuart, Lindenhurst, New York (State University at Buffalo)
- Limbacher, Edith Maud, Ridgewood, New Jersey (Mount Holyoke College)
- McKee, Louise Sykes, Nashville, Tennessee (Centre College)
- McLaughlin, Cyrille A., Whitestone, New York (Notre Dame College)
- Miller, Bonnie Rosemarie, Granby, Connecticut (New York University)
- Nolan, Thomas Francis, Bronx, New York (St. John's University)
- Tenney, Joyce Bennett, Hanover, New Hampshire (Mount Holyoke College)
- von Hellens, Sister Anita Marie, New York, New York (Marymount College)
- Warwick, Elizabeth Lylyli, New York, New York (University of Massachusetts)
- Waters, Stephen Edward, Queens Village, New York (St. John's University)
- Werner, Cathy Laraine, New York, New York (Occidental College)
- Wheeler, Ann Judson, Darien, Connecticut (Sweet Briar College)
- Winkler, Julie, Northport, New York (University of Kansas)

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Cornell University Announcements

The Cornell *Announcements* are designed to give prospective students and others information about the University. The prospective student should have a copy of the *Announcement of General Information*; after consulting that, he may wish to write for one or more of the following *Announcements*:

New York State College of Agriculture
College of Architecture, Art, and Planning
College of Arts and Sciences
Department of Asian Studies
Education
College of Engineering
School of Hotel Administration
New York State College of Human Ecology
New York State School of Industrial and Labor
Relations
Officer Education (ROTC)
Summer Session

Undergraduate preparation in a recognized college or university is required for admission to certain Cornell divisions, for which the following *Announcements* are available:

Graduate School: Biological Sciences
Graduate School: Humanities
Graduate School: Physical Sciences
Graduate School: Social Sciences
Law School
New York State Veterinary College
Graduate School of Business and Public
Administration
Graduate School of Nutrition
Medical College (New York City)
Cornell University—New York Hospital School of
Nursing (New York City)
Graduate School of Medical Sciences (New York
City)

Requests for the publications listed above may be addressed to

CORNELL UNIVERSITY ANNOUNCEMENTS
Edmund Ezra Day Hall
Ithaca, New York 14850

(The writer should include his zip code.)

Further Information and Application

It is important that persons interested in pursuing one of the programs at the School of Nursing make plans well in advance so that their college programs may be arranged to provide the necessary background.

To receive assistance in such planning, an interested student should fill out the form below and send it to

Registrar

Cornell University—New York Hospital School of Nursing
1320 York Avenue
New York, New York 10021.

The writer should include his zip code.

Request Form

☐ I wish to receive further information. Please place my name on your mailing list.

☐ I wish to apply for admission in September _____,
year

Please send me an application blank for

☐ Program I (after two years of college)

☐ Program II (after four years of college)

name

street address

city

state

zip

date of birth

name of high school

address

date diploma received or expected

name of college

address



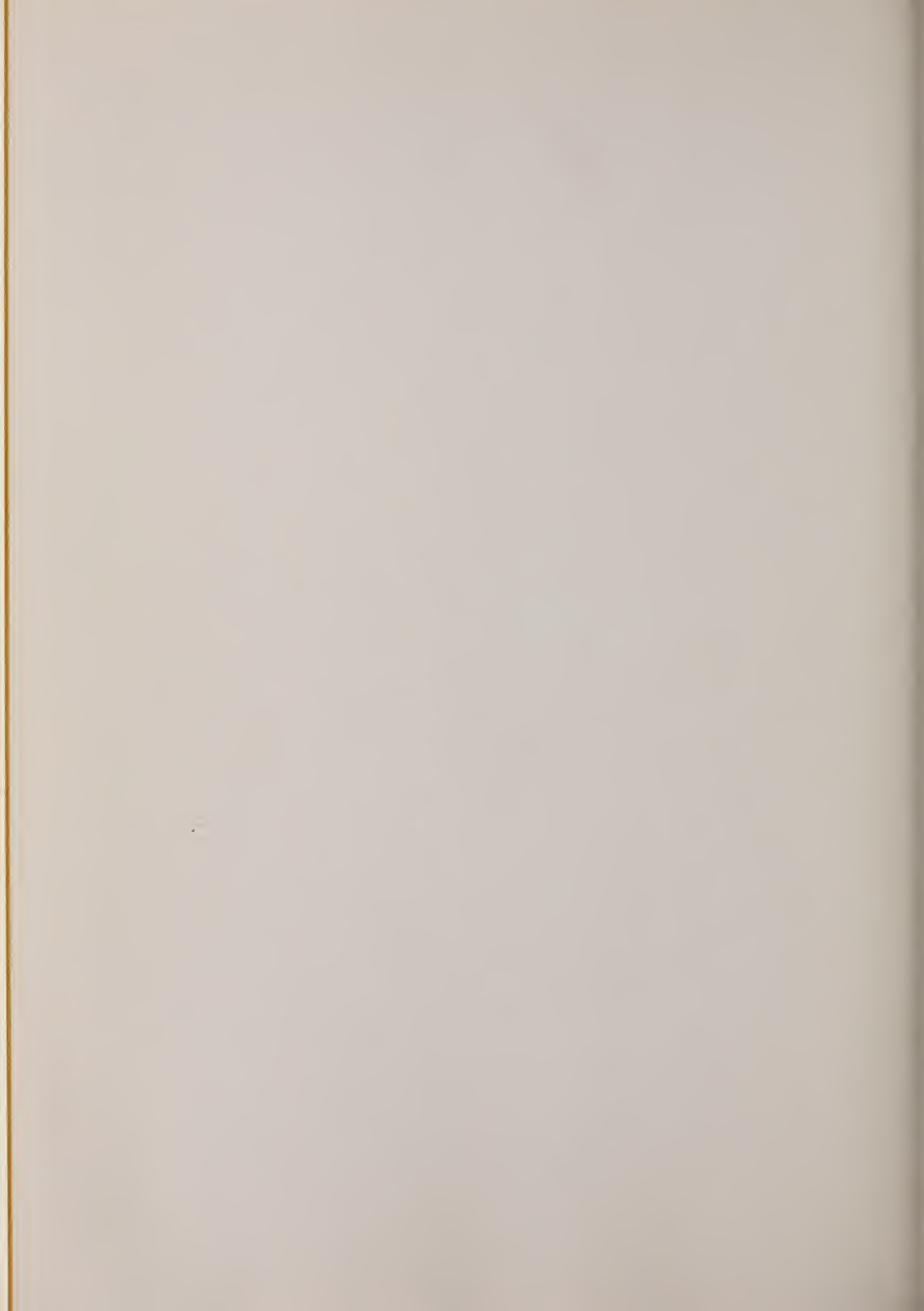


Cornell University Announcements

Cornell University-New York Hospital

School of Nursing

1972-73



Cornell University

Cornell University–New York Hospital

School of Nursing

1320 York Avenue

New York, New York 10021

1972-73

Cornell University Announcements

Volume 64 of the Cornell University Announcements consists of twenty-two catalogs, of which this is number 13, dated August 4, 1972. Publication dates: twenty-two times a year (four times in September; three times in March and June; twice in January, July, October, and November; once in April, May, August, and December). Publisher: Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14850. Second-class postage paid at Ithaca, New York.

Academic Calendar

1972-73*

Orientation, entering class, begins 9:00 a.m.	Wednesday, August 30
Orientation, entering class, ends 5:00 p.m.	Thursday, August 31
Registration	Friday, September 1
Labor Day holiday	Monday, September 4
Fall term instruction begins, all classes, 8:00 a.m.	Tuesday, September 5
Opening convocation	
School holiday	Monday, October 16
Midsemester grades due, 5:00 p.m. (Class of 1973)	Friday, October 27
School holiday	Tuesday, November 7
Progress grades due, 5:00 p.m. (Class of 1974)	Friday, November 17
Instruction suspended, 1:00 p.m.	Wednesday, November 22
Thanksgiving recess	
Instruction resumed, 7:30 a.m.	Monday, November 27
Fall term instruction ends, 5:00 p.m.	Monday, December 18
Study period	Tuesday, December 19
Final examinations and clinical evaluation begin, 9:00 a.m.	Wednesday, December 20
Final examinations & clinical evaluation end, 5:00 p.m.	Friday, December 22
Christmas recess and intersession	
Registration, new and rejoining students	Thursday, February 1
Registration, continuing students	Friday, February 2
Spring term instruction, all classes, begins 9:00 a.m.	Monday, February 5
Spring recess	Saturday, March 24
Instruction resumed, 7:30 a.m.	Monday, April 2
Midsemester grades due, 5:00 p.m.	Wednesday, April 4
Spring term instruction ends, 5:00 p.m.	Friday, May 18
Study period	Monday, May 21
	Tuesday, May 22
Final examinations and clinical evaluation begin, 9 a.m.	Wednesday, May 23
Final examinations & clinical evaluation end, 5 p.m.	Friday, May 25
Memorial Day holiday	Monday, May 28
Convocation and commencement	Wednesday, May 30

* The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.

In enacting this calendar, the University Senate has scheduled classes on religious holidays. It is the intent of Senate legislation that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.

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The courses and curricula described in this *Announcement*, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.



Cornell University-New York Hospital

School of Nursing

History of the School

The Cornell University-New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing, one of the earliest nursing schools in the country. The School is part of the New York Hospital-Cornell Medical Center, which includes also the Cornell University Medical College and the various buildings of The New York Hospital extending from Sixty-eighth to Seventy-first Streets on the East River.

The Center is a joint undertaking of The Society of the New York Hospital and Cornell University, committed to a fourfold purpose in the (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and the (4) promotion of public health through the development of preventive medicine.

The New York Hospital is the second-oldest voluntary hospital in this country, its Royal Charter having been granted in 1771, in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled. On early maps the location was designated simply as "the Hospital."

Cornell University, with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted much thought to the good that might be done by giving his wealth to education. A second circumstance was the fact that the state of New York had received a substantial land grant, under the Morrill Act of 1862, for the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature

of 1864-65, a young senator named Andrew D. White, later to become the first president of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients. In 1799 Dr. Valentine Seaman, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When, in 1873, the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of The Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the Medical Center was opened in 1932.

The health needs of the community and country have been the guiding force in the development of the School, which has modified its program to keep pace with these needs. Today, the work of the professional nurse requires much more self-direction and leadership ability than in the past, and, in recognition of this, the University program was established in 1942. Since 1946, all students admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

6 The Undergraduate Program

The Division of Continuing Education was organized as an educational unit of the School of Nursing in 1971. Although it is a non-degree granting division of the school, it has the same status within the structure as the organizational unit for undergraduate programs leading to a degree.

The Cornell University–New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

Accreditation

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

The School is registered by the State Education Department, Division of Professional Education of the University of the State of New York.

The Undergraduate Program

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

Philosophy

Education is a process which helps the individual to develop his potential so that he may function productively within existing and changing social systems. This is a dynamic process involving the active participation of the learner and the teacher. The school provides the environment in which the learner can test his abilities and evaluate his progress.

The major purposes of the general education courses preceding the nursing major are: to instill knowledge; to cultivate intellectual skills; and to nurture the traits of personality and character basic to a reasoned and responsible life. Because of the foundation provided by these courses, it is anticipated that the student will be prepared to better understand himself, his social and physical environment, and the role of the professional nurse in society.

The professional nurse assumes responsibility for maintaining optimum standards for the planning, evaluation, and the delivery of nursing care in a variety of settings. The professional nurse also functions as a member of the interdisciplinary health team in the planning, evaluation, and delivery of health care.

He recognizes the need to speak on both community and professional issues which are within his field of competence or interest and assists in promoting the public involvement in health by defining and clarifying health issues.

As a professional person he recognizes the need to continue to develop his personal and professional competence through the formal and informal educational structures which are best suited to his needs and abilities.

Objectives

Upon completion of the program, the graduate functions as a beginning-level professional nurse practitioner in a variety of settings.

The graduate will:

- (1) use the intellectual skills of observation, assessment, planning, and evaluation to establish and implement nursing goals;
- (2) understand how man functions in relationship to himself and others in health and sickness;
- (3) apply principles of leadership in directing nursing care of patients;
- (4) function as a colleague with members of an interdisciplinary team;
- (5) possess a foundation for continuing professional development in nursing;
- (6) maintain the standards of nursing services through constant assessment of existing practices and through participation in professional and community organizations; and
- (7) recognize the structures of a variety of health care systems and the effect which the structure has on the nature of nursing practice.

The Nursing Major

The nursing major, consisting of four semesters of full-time study, is offered in two programs identified as Program I and Program II. Both programs are based upon the philosophy that general education courses provide the foundation for the professional courses of the nursing major. In keeping with this philosophy, course requirements in the humanities, social sciences, and natural sciences have been identified as prerequisites for both programs. Sixty general education credits are required for admission to Program I. In addition to presenting the required prerequisites for the nursing major, students who enroll in Program II are required to hold a baccalaureate degree in another discipline before admission to the professional program. Both programs lead to the degree of Bachelor of Science in Nursing.

Each student entering the school is expected to complete the entire program for which he is enrolled. To meet the objectives of the program, students will have clinical experiences in a variety of hospital and community settings. In order to be eligible for the degree from Cornell, the last year must be spent in full-time study in one of these programs. The faculty reserves the right to make changes in the curriculum which it believes are in keeping with the changing needs of society or the best interests of the student and the school.

The programs are planned so that the student moves from less-complex situations in the care of individuals and families, to those situations which test his ability to provide leadership in the delivery of health services.

Initially attention is focused on the acquisition of nursing skills and the role of the professional nurse in the care of adult patients.

In the courses of the second and third semester, the student studies the patient in the hospital, the home, and the community. The content of one semester deals with the family in which child bearing women, their children, and their families, provide the focus for the learning experiences. The content and experiences offered in the alternate semester provide the student with the opportunity to explore the needs of patients and families who are facing problems of short- and long-term physical and emotional illnesses. Study of the effect of the environment upon health and disease is correlated with the content of this semester.

In the final semester the student cares for patients with multiple nursing needs including more complex medical-surgical problems. The student learns the principles of leadership and has the opportunity to apply them in the clinical setting.

Courses in the biological and social sciences are offered concurrently with the nursing courses. Pharmacology, nutrition, and diet therapy are included in the nursing courses of the curriculum.

Plan of Program I

Detailed descriptions of the courses listed below are found on pp. 17-18.

Third Year

<i>Fall semester</i>	<i>Hours</i>
Nursing 153-156	10
Nursing 160	2
Biological Science 130* or	4
Biological Science 133*	3
	<hr/> 15 or 16

Spring semester

Nursing 154-157*	10
Social Science 107	2
Biological Science 131-134	3
	<hr/> 15

Fourth Year

<i>Fall semester</i>	
Nursing 155*	11
Public Health 246	2
Biological Science 132-136	3
	<hr/> 16

Spring semester

Nursing 250	12
Social Science 108	3
Social Science 207	2
	<hr/> 17

* Registration in these courses is by advisement and with permission of the instructor.

Plan of Program II

Detailed descriptions of the courses listed below are found on pp. 17-18.

First Year

<i>Fall semester</i>	<i>Hours</i>
Nursing 153-156	10
Nursing 160	2
Biological Science 133	3
	<hr/> 15

Spring semester

Nursing 154-157	10
Social Science 107	2
Biological Science 131-134	3
	<hr/> 15

Second Year

<i>Fall semester</i>	
Nursing 256	10
Biological Science 132-136	3
	<hr/> 13

Spring semester

Nursing 257	12
Social Science 108	3
Social Science 207	2
	<hr/> 17

Admission

General Requirements

The number of applicants with minimum qualifications exceeds the number of students that can be admitted to the two programs of the nursing major each year. Applicants selected will be those who, in competition with others seeking admission at the same time, have demonstrated by their qualifications that they are well fitted for the nursing profession.

Evaluation of the candidate's ability to profit from the instruction at the School of Nursing is based on his secondary-school and college records, the recommendations of school authorities, and the results of standardized achievement tests. Evidence of the candidate's ability to make effective use of free time, as well as his capacity for leadership and concern for others, is given due consideration; evaluations are made on the basis of extra curricular activities, references, and an interview. An extensive medical report is required because of the nature of the professional program.

A student already enrolled in the nursing major of another college or university may request the evaluation of his college record for possible transfer to this School.

It is the policy of Cornell University actively to support the American ideal of equality of opportunity for all and no student shall be denied admission or otherwise discriminated against because of race, color, creed, religion, or national origin.

Specific Requirements for Program I

Students who have completed a minimum of sixty semester hours in any university, college, or junior college accredited by one of the regional associations

of colleges and secondary schools may apply for transfer to the nursing major of Program I.

The following distribution of courses is to be used as a guideline in planning a program for the first two years of college. Records will be reviewed on an individual basis and adjustments made.

Communications, 6 credits: composition, public speaking, or speech

Humanities, 20–30 credits: art, language, literature, music, philosophy, religion

Natural science and mathematics, 12 credits. College biology (4 credits) and college chemistry (4 credits) are required. Based on individual evaluation, other college science and mathematics may be accepted in place of additional credits in biology and chemistry.

Social science and history, 12–22 credits: sociology (3 credits required), psychology (3 credits required), political science, anthropology, economics

Specific Requirements for Program II

Persons who hold or are to be awarded a baccalaureate degree by an accredited senior college or university may be considered for admission to this program of the nursing major. Applicants to this program will be required to take selected proficiency examinations.

The following distribution of courses is required for admission to this program.

Humanities, 10 credits

Social Science, 10 credits

Natural Science, 8 credits. Although records are reviewed on an individual basis, college biology (4 credits) and chemistry (4 credits) are considered essential prerequisites.

Applications

Prospective students should write the Office of the Registrar, Cornell University–New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021, for forms to be used in making application for admission.

Important Dates

The following information and dates apply for applicants to both programs of the nursing major.

Requests for applications may be made any time after April 1, 1972, for admission in September 1973.

Admissions applications are due by October 1, 1972 for early review and by January 1, 1973 for regular review. Applications will be released and accepted after January 1, if places remain to be filled.

Early review decisions are announced by January 1. Decisions made by regular review are announced in March and April. Applications submitted after January 1 will be acted upon as they are completed.

Each applicant accepted by regular review must advise the School of his decision regarding admission

within 30 days of acceptance. Upon acceptance, early review applicants will be advised of the date when their decision is due.

The Financial Assistance Application is due by February 1. Decisions are announced May 1. Offers must be accepted within 30 days of receipt.

Visits to the School

Members of the staff are available to meet with prospective applicants to discuss the School's admission requirements, application procedures, and the appropriateness of the applicant's general education in satisfying the requirements for admission. Although appointments for these visits are not required, prospective applicants are urged to call the Registrar's Office before visiting the School.

An informational visit does not take the place of the required interview which is scheduled after application materials have been submitted.

Academic Standing and Grades

The Academic Standards Committee, composed of faculty representing the two nursing programs and the Dean or her representative, meets at least two times each year to review the academic records of students in the School. The Committee is responsible for reviewing the records of students whose suitability for nursing is in question, whose cumulative average does not meet minimal standards for promotion, whose cumulative average has dropped seriously since the previous semester, or students whose performance in the major nursing course is below the acceptable level of achievement.

The Committee recommends to the faculty: the promotion of all students, and the candidates for the degree of Bachelor of Science in Nursing. The Committee acts on the records of those students who qualify for the Dean's List (semester average of 3.25), and those who are to be considered for graduation with distinction.

At midsemester all students who have a grade of D, F or U in any course will receive a notice from the Registrar and/or the Dean. The student is expected to consult with his Course Chairman and his advisor or the Dean. The Academic Standards Committee will determine whether further assistance or action is necessary. In addition the Committee will review the record of any student who is achieving less than 2.0 quality points in theory or U in clinical laboratory of the nursing course.

At the end of the semester, any student who fails to achieve the cumulative average required for registration in good standing for the next semester will be subject to the scholastic action felt to be appropriate considering his semester record and past performance. However, failure to show satisfactory progress toward his degree, as evidenced by course failures or low grades in major course, may also be the basis for scholastic action regardless of the term average. A student may be placed on

academic warning for one semester. If he has not removed the conditions of his warning at the end of the next semester he will be required to withdraw from the School.

Final grades of S and U are given under certain conditions. A student who receives a semester grade of F, U, or an Incomplete (I) in a required course will be considered, on an individual basis, for continuation in the School. A student who receives an Incomplete in a course is required to complete the course within one year, unless it is prerequisite to another course. In this instance it must be completed before registering for the subsequent course.

The faculty of the School of Nursing reserves the privilege of retaining only those students who in their judgment satisfy the requirements of scholarship, mental and physical health, and the personal attributes suitable for professional nursing. A student may be asked to withdraw without previously having been on academic warning.

Parents and guardians do not receive regular notice of the student's grades. They are, however, advised when a student is placed on academic warning or is asked to withdraw from the School.

A student is eligible for honorable withdrawal at any time he may elect to leave, if his academic and personal record meet the standards of the School, and if his financial record has been cleared. A student who plans to withdraw must report his intention to the Registrar and discuss, with the Dean, his reason for leaving.

Minimal Cumulative Averages Required

<i>Semester</i>	<i>Program I and Program II</i>
1st	1.6
2nd	1.76
3rd	1.82
4th	1.83

The established pattern for grading is based on the following 4.0 scale: A (3.5–4.0); B (2.5–3.4); C (1.5–2.4); D (0.5–1.4); and F (0.0–0.4).

Sigma Theta Tau

In 1968 the School received a charter for the Alpha Upsilon chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the Society are to recognize the achievement of scholarship of superior quality, to promote the development of leadership qualities, and to encourage creative work while fostering high professional ideals. Finally, it is hoped that the commitment of the individual to the ideals and purposes of professional nursing will be strengthened by participation in the Honor Society.

Students who have completed one-half of the nursing major with a cumulative average of 3.1 or better and students who have completed more than one half of the major with 3.0 are considered for induction. In addition to demonstrated superior scholastic

achievement, a candidate must give evidence of professional leadership potential and possess desirable personal qualifications.

Degree Requirements

The degree of Bachelor of Science in Nursing is granted by Cornell University. In order to qualify for the degree, the student must have attained the required minimum cumulative average for the total program and must have completed satisfactorily all of the theory and clinical laboratory courses outlined in this *Announcement* or required by decision of the faculty.

In keeping with practice throughout the University, students in the School of Nursing may be granted the degree of Bachelor of Science in Nursing with distinction. To qualify for this honor the student must have attained a cumulative average of 3.25 in the nursing major and maintained an average of "B" in college courses taken prior to transferring to the School of Nursing.

State Registration for Graduates

Graduates of the School are urged to take the state board examination for licensure which is administered by the Regents of the state of New York. Each graduate is expected to take the first examination for licensure which is administered after he has completed the Nursing program. Graduates who plan to work outside of New York State should determine whether that state has a mandatory licensure law. If so, the graduate is urged to establish a date of employment based upon his expected date of licensure. Satisfactory completion of this examination licenses the graduate of the School as a Registered Nurse (R.N.). The application for the examination is released by the Office of the Registrar during the final semester in which the student is registered in the School.

Expenses

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, deposits, and related charges for services provided by the School. The second category includes living costs and items of personal expense. To help students estimate individual expenses the following table should be consulted.

Estimated Total Expenses

Although expenses, excluding tuition, fees, and room, vary for the individual students, the budget is estimated for those who plan to be resident students. Applicants and students who intend to become nonresident students should write to the Chairman, Financial Assistance Committee, for the commuting student's adjusted budget.

The following figures are for the academic year.

<i>Item</i>	<i>Estimate</i>
Tuition	\$1,750
Room	500
Meals	900
Books, supplies	200
Clothing, laundry, cleaning	300
Incidentals, recreation	300
Transportation*	
Uniform supplies (entering students)	200

* Transportation for clinical experience: students should add \$100 to the budget each year.

Fees

Application Fee. (For applicants registered in a general education program.) A fee of \$15 must accompany the application for first admission.

Transfer Fee. (For applicants registered in a baccalaureate nursing program). A fee of \$25 is charged to evaluate the record of a student already registered in a baccalaureate nursing program who wishes to apply for transfer to this School.

Reinstatement Fee. (For students previously registered in this school). A fee of \$10 will be charged to evaluate the record of a former student seeking to reregister in this School.

Acceptance Fee. A nonrefundable fee of \$50 must be paid by each person at the time he is notified of his tentative acceptance in the school.

Late Registration Fee. A fee of \$5 is charged to each late registrant. First-semester registration closes 5 p.m., September 1, 1972. Second-semester registration closes 5 p.m., Friday, February 2, 1973.

Payment of Bills

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable at registration each semester, unless special arrangements have been made with the School. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

Provision is made for the payment of bills during the registration period at the beginning of each semester. Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student voluntarily leaves the School during the course of a semester. In this case, one-half of the amount of the grant is to be reimbursed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check during the registration period. The proceeds of a loan must be applied first to the balance due on School charges but may not be claimed as an exemption from the bill.

New York State scholarships and incentive awards may not be claimed as an exemption from the tuition bill since the State prepares individual checks, which are payable to the student, and sends them to the

School for distribution. Checks for these awards will not be available at the time tuition and fees are due. When an extension of time for payment of part or all of the tuition and fees is granted, based on a New York State award, it is with the understanding that should the State for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

In order for a student to remain in good standing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangements made for the future repayment of loans.

Students who have questions regarding their bills, or the payment of grants or loans after the registration period, should see the administrative assistant in NR-214

Refunds

Part of the tuition will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of 10 percent per week on all charges, as of the first day of the semester. No refund will be made after the midsemester.

Financial Assistance

In general, students plan to meet the cost of their education through self-help (loans and employment). To the extent that is possible, parents are expected to contribute to the cost of a student's education.

The Cornell University-New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the appropriate Confidential Statement form to the College Scholarship Service by March 1 designating Cornell University-New York Hospital School of Nursing as one of the recipients. The Confidential Statement should be obtained from the School of Nursing.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described below. These are assigned on the basis of need rather than academic rating.

Loans are available from a fund established jointly by the School and the federal government under the terms of Public Law 92-158, Nurse Training Act of 1971. No more than \$2,500 may be borrowed by a student during an academic year. To be eligible for either a grant or a loan, a student must intend to be enrolled at least half-time and demonstrate the need for financial assistance. In addition, he must be

a citizen or national of the United States, or have such immigration status and personal plans as to justify the conclusion that he intends to become a permanent resident of the United States.

Application for Financial Assistance

An entering student who will need financial assistance should return the Financial Assistance Application with his application form by February 1. This will be forwarded to the chairman of the Financial Assistance Committee. The Confidential Statement should be filed through the College Scholarship Service by March 1 of the year the applicant anticipates his admission to the School of Nursing.

Students enrolled in the School who expect to register for the next academic year and who anticipate the need for any form of financial assistance, should make appointments to see the chairman of the Financial Assistance Committee before December 15. All students receiving financial assistance will be seen by the chairman of the Committee during the fall semester to review their awards. Students who may or may not be receiving financial assistance and whose family situations change during an academic year, should feel free to discuss their problems with the chairman of the Committee.

Financial Assistance Administered by the School

Fund of the Committee for Scholarships. A fund, established and maintained by a committee of women interested in the School of Nursing, to assist young women who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

Allstate Foundation Grant. A grant is made available to the School each year to assist a student throughout the program.

The Switzer Foundation Grant. A grant of \$1,500 is made available to the School each year. This grant is intended to assist students who are American citizens living within fifty miles of New York City and who have financial need.

Davison/Foreman Foundation Grant. Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

Woman's Florist Association, Inc., Scholarship. Under a scholarship plan established in 1949 by the Women's Florist Association, Inc., a nursing student who has satisfactorily completed one year of the nursing major is eligible for a scholarship not to exceed the sum of \$200. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

Cornell Women's Club of New York. In the spring of the year a scholarship is made available by this Club for the ensuing school year. It is awarded either

to an entering student or a student enrolled in the School.

Vivian B. Allen Scholarship Fund. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc., income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

Juliette E. Blohme Scholarship Fund. Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the class of 1922 through a gift of \$6,000, the interest on which may be used in whole or in part each year.

Samuel J. Moritz Scholarship Fund. Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

The Christian C. Yegen Scholarship Fund. Established in the spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University–New York Hospital School of Nursing.

Emmajean Steel Fuller Fund. This fund, begun by the class of 1952 in memory of Emmajean Steel Fuller, a former member of the class, is available for an occasional scholarship.

Financial Assistance Administered by Outside Sources

New York State Regents Scholarships, Grants, and Loans

The following scholarships are available for residents of New York State. The applicant should apply through his high school principal while he is still a student in high school.

For more information on any of these, write to the State Education Department, State University of New York, Albany, New York 12224 requesting the leaflet *Opening the Door to College Study through the New York State Regents Scholarship Examination*.

Regents Scholarships for Basic Professional Education in Nursing. Amount, \$200–\$500 a year depending upon financial need. Applicable only to period in the School of Nursing.

Regents College Scholarships. Amount, \$250–\$1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.

Regents Scholarships in Cornell. A tuition-reducing scholarship ranging in amount from \$100 to \$1,000 a year depending upon financial need for a maximum of four years. Applicable to first two years of college and to period in the School of Nursing.

Regents Scholarships for Children of Deceased or Disabled Veterans. Amount, \$450 a year for four years. Applicable to first two years of college and to period in the School of Nursing.



New York Higher Education Assistance Corporation sponsors a program through which students may obtain loans from local savings banks.

Scholar Incentive Program. Grants of \$100–\$600 yearly, depending on need and tuition paid, with minimum yearly grant of \$100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and those who are presently in college and maintain satisfactory academic performance.

Armed Services

Army and Navy Nurse Corps Student Programs. Students in either of the basic nursing programs may apply for appointments in the Army Student Nurse Program, six to eight weeks prior to entrance to the School, or to the Navy Nurse Corps Candidates Program prior to March 1 for fall entrance. The student must have had receipt of acceptance to Cornell University–New York Hospital School of Nursing before the applications will be considered. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for twenty-four months. If two years of support has been given, the student serves thirty-six months.

General Information

School Government

Any student entering the school is automatically a member of the student organization. The functions of this organization are to contribute to the development of the professional education of the individual student through cooperation with fellow students and faculty; to represent the individual student in matters of student-faculty concern; to encourage in the student body maturity in matters of scholarship and personal conduct; to provide an all-inclusive organization through which business pertaining to the whole body of students may be transacted; and to foster an attitude of involvement in student life and development in the nursing program.

Residence

In general the School of Nursing is considered a resident school within the limits of its facilities. The Nurses' Residence has facilities for unmarried female students who are expected to live in unless a request to live out is made in writing. The request must be accompanied by a letter from a parent or guardian indicating knowledge and approval of the plan to live outside of the Residence. A limited number of rooms are available for single male students who may wish to live in the Residence. Married students are urged to assume the responsibility for finding living facilities in the metropolitan area. Married women may live in the Residence, as long as they comply with regulations for living in and pay the residence fee required of all female students.

All students who live outside of the Residence must

keep the Office of the Registrar informed of his or her correct address and telephone number. Each one is expected to maintain a mailbox in the Nurses' Residence, which he is responsible for checking once each day. The *Student Handbook* should be checked for details of rules governing students who live in the Residence and those who do not. The *Student Handbook* also has information regarding the facilities of the Residence.

Recreational Facilities

Because the School believes that the education of young men and women today includes healthful social relationships, provisions have been made for the development of such relationships in the life of the student.

A social committee is responsible for a full and varied social calendar, which includes such activities as dances, skating parties, coffee hours, and suppers. Other activities in which students may participate are the yearbook and singing groups. The director of student relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

Health Services

Good health is of the utmost importance and students have readily available a well-organized health service maintained in cooperation with the Personnel Health Service of The New York Hospital.

A physical examination by a physician from the Personnel Health Service, a tuberculin test, and a chest x ray are required upon admission. Subsequently, the student has either a chest x ray or tuberculin test every six months. Elective surgery and dental work are not included and, if not taken care of before admission to the School, must be done during vacations.

Students who are ambulatory, with short-term minor illnesses, may receive meals in their rooms in the Nurses' Residence on recommendation of the physician in Personnel Health Service. Medical supervision is provided through the Personnel Health Service. If students are more seriously ill, they are cared for in The New York Hospital within the limits of the Hospital's policy on admissions and bed usage. Students are required to enroll in the Associated Hospital Service plan available to all students in the Medical Center.

If, in the opinion of the School authorities, the condition of a student's physical or emotional health makes it unwise for him to remain in the School, he may be required to withdraw, either temporarily or permanently, at any time.

Counseling Services

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in his work in the School or in connection with special personal problems.

The director of student relations assists students in every way possible in their educational, personal, and social adjustment. She also cooperates with the faculty in helping the students in these areas and directs the students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

Group therapy is available to assist students whose effectiveness and adjustment are impaired by personal concerns.

Division of Continuing Education

The Division of Continuing Education is an organized educational unit of the School of Nursing under the administration of the Dean.

The Division offers organized and planned presentations of appropriate educational experiences at a professional level which are university oriented and related to the needs and purposes of the employment or practice situation. The programs offered by the Division have their origins in selected areas of nursing practice. The objectives of the programs are directed toward enabling registered nurses, both in practice and returning to practice, to update and expand their knowledge and skills in circumscribed areas of clinical nursing practice.

A variety of special workshops and formalized training programs are conducted cooperatively with the Cornell University Medical College and the professional staffs of The New York Hospital-Cornell Medical Center.

Information on programs being offered, applications, and fees may be obtained by writing to: Division of Continuing Education, 1320 York Avenue, Room NR 340, New York, New York 10021.

Facilities for Instruction

The facilities of The New York Hospital-Cornell Medical Center provide the setting for a considerable portion of the learning experiences offered to students in the School of Nursing. These include classrooms, laboratories, clinical services, and libraries, set in an environment which promotes a spirit of inquiry. Additional learning experiences are provided through observations and practice in community and other health service agencies.

Clinical Facilities

The clinical facilities of The New York Hospital provide unusual opportunity for the care and study of patients. The New York Hospital comprises five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both inpatients and outpatients, but also with facilities for teaching and the conducting of research. Many specialized clinical services which are seldom found within a single organization are, therefore, available. The Hospital has 1,100 beds and 90 clinics. Approximately

34,000 patients are hospitalized and 50,000 treated as outpatients each year. The conduct of research in all clinical departments gives the student an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in many studies depends to no small degree on the accuracy with which the nurse carries out tests and procedures and observes and records reactions.

The Medical and Surgical Departments include, in addition to general medicine and general surgery, pavilions devoted to the specialties of neurology and metabolism; urology; ear, nose, and throat disorders; plastic- and neurosurgery; and ophthalmology. The Lying-In Hospital has a capacity of 163 adults and 77 newborns and provides for obstetric and gynecologic patients. Each year, nearly 4,000 babies are born in this Hospital. Since this Center was found in 1932, over 100,000 babies have been born here.

The Department of Pediatrics includes 117 beds, with five floors for the care of infants, older children, and premature babies. Facilities for the recreation of convalescent children and the services of an occupational therapist offer opportunities for the student to study the development and guidance of convalescent as well as sick children.

The Payne Whitney Clinic for psychiatric care has a bed capacity of 108 patients, admitted from all socioeconomic groups and from all over the world. It is an intensive treatment center for psychotherapy, and its staff and resources are unusual. The student, therefore, has an opportunity to participate in the care of patients with a variety of mental health problems.

The Outpatient Department with its ninety clinics provides opportunity for the study of a large number of patients who come for general health supervision, for diagnosis of disease, and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 230,000 patient visits are made to this Department. Arrangements for continuity of care through use of referrals to public health nursing agencies are an essential part of all experiences. Opportunity is provided for participation in the teaching of expectant parents through special classes and individual conferences and for study of the family approach to health maintenance and care of children.

Public health nursing field experience is provided in the following agencies: the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, and the Bureau of Public Health Nursing, New York City Health Department. These agencies provide opportunity for the student to learn the application of public health principles in both voluntary and official agencies.

Representatives of various governmental, voluntary, and coordinating agencies plan, with the faculty, for appropriate ways to contribute to the student's knowledge of the community and its organization for human services.

The Library

The library, in the Samuel J. Wood Library and Research Building, is shared by the students and the faculties of the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works and monographs. The book stacks and carrels are on two floors below the main reading room. Sixteen hundred current journals are received each year; the total collection has reached more than 100,000 volumes.

The library is also equipped with a communication terminal linked to a computer to provide searches of the medical literature. The information and

reference department receives requests for these searches. Typing and duplicating services and, most importantly, a staff willing to help are also available.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photoduplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

The library is open during the week from 8:15 a.m. until 11 p.m., on Saturdays from 9:00 a.m. until 5 p.m. and on Sundays from 1:00 p.m. to 11 p.m. The library is closed on the following holidays: New Year's, Memorial Day, July 4th, Labor Day, Thanksgiving, and Christmas.



Description of Courses

Nursing Courses

153–156 Introduction to the Nursing Process, Care of the Adult Patient. Fall. Credit five hours theory, five hours clinical laboratory. Miss Bielski and faculty. The course is composed of two units. The first is concerned with learning and practicing nursing skills basic to providing nursing care. In the second unit the nursing process will be introduced and applied to the care of adult patients with representative medical-surgical health problems. Pharmacology, nutrition, and diet therapy are integrated throughout the course. The clinical laboratory will be utilized to apply concepts and skills in caring for patients with these and other health problems.

154–157 Maternal-Child Nursing. Fall and Spring. Prerequisite: Nursing 153–156. Credit five hours theory, five hours clinical laboratory. Mrs. Natapoff and faculty. Registration for this course is by advisement. Emphasis is placed on the study of the health needs of childbearing women, their children, and families. Family influences, social trends and normal development are integrated throughout the semester. The concept of nurturance for the promotion of optimum health provides the framework for nursing intervention. Experiences are provided in teaching principles of health maintenance to families in a variety of settings.

155 Nursing for the Activation of Potential. Fall and Spring. Prerequisite: Nursing 153. Credit six hours theory, five hours clinical laboratory. Miss Hansen and faculty. Registration for this course is by advisement. This course deals with learning the concepts and skills needed to intervene therapeutically with adults who have psychological and/or physiological dysfunctions. The major emphasis during this course is placed on utilization of the nurse-patient relationship. Studies are made of the similarities and dissimilarities of nursing techniques in the care of adult patients with long-term illness who are in institutional and home settings, as compared with the care of patients with acute psychological dysfunction who are in a psychiatric setting.

160 Interpersonal Processes in Nursing. Fall. Prerequisite: Psychology, three credits; Sociology, three credits. Credit two hours. Mrs. Swager. The content of this course is prerequisite to the subsequent nursing courses. Elements of the nurse-patient relationship will be examined with emphasis on techniques of interviewing, therapeutic communication, barriers of communication, and intervention with selected behaviors.

250 Transition to Nursing Practice. Spring. Prerequisite: Nursing 153, 154, 155. Credit five hours theory, seven hours clinical laboratory. Miss Keith and faculty. Transition to Nursing Practice offers the student the opportunity to apply the nursing process in caring for a group of people with a variety of health care needs including some adult medical-surgical problems. Within these groups the student will assist individuals and/or families to achieve the optimal degree of health through the development of goals that incorporate the priorities of their evolving needs. The student will have the opportunity to learn the principles of leadership and apply these principles through active participation with health care workers in a variety of settings.

256 Community Health: Care of Patients with Environmentally Related Health Problems. Fall. Prerequisite: Nursing 156, 157. Credit five hours theory, five hours clinical laboratory. Miss Keith and faculty. Focus is directed toward increasing students' understanding of the role of the professional nurse in the care of individuals and families whose health problems necessitate a comprehensive community approach. Included will be the basic principles of community health organizations and current and future trends in health care. Clinical experience in community health agencies, extended care facilities, and psychiatric facilities will be provided.

257 Dimensions of Nursing. Spring. Prerequisite: Nursing 156, 157, 254. Credit four hours theory, eight hours clinical laboratory. Mrs. Herrmann and faculty. This course considers various aspects of professional nurse practice: caring for patients with acute medical-surgical illnesses, who have multiple and complex nursing needs; having responsibility for nursing care of many patients; and giving leadership to others participating in nursing care. A variety of hospital, home and community settings will be utilized for clinical practice.

Biological Science Courses

130 Biological Science. Fall. Credit four hours. Dr. Rubenstein. Registration for this course is by advisement and with permission from the instructor. An introductory course designed to identify fundamental concepts of structure and function in the human organism. Selected underlying anatomical and physiological disturbances that occur in man will be correlated with the clinical nursing course 153. Biochemical principles of

metabolism, electrolytes and acid-base balance are integrated.

131-134 Biological Science. Fall and Spring.

Prerequisite: Biological Science 130 or 133. Credit three hours. Dr. Rubenstein. This course is offered concurrent to Nursing 154-157.

The reproductive cycle in man will be studied. Principles of heredity, general embryology, and medical genetics will be covered. There will be a survey of the microorganisms detrimental to man, designed to acquaint the student with communicable diseases that are endemic to society. Principles of immunity will be included. The correlation between disease patterns and social climate will be identified.

132-136 Biological Science. Fall and Spring.

Prerequisite: Biological Science 130 or 133. Credit three hours. Mrs. Stolar. This course is offered concurrent to Nursing 155 and Nursing 256.

Morphological and functional study of the nervous system in man with special reference to interference of normal pathways. Neurone physiology, neuroanatomy, receptor physiology, neural pathways as a basis for integrative activity and neuromuscular relationships are included. Degenerative processes in basic tissues will also be explored. Selected disturbances that occur in man will be correlated with clinical nursing.

133 Biological Science. Fall. Credit three hours.

Mrs. Stolar. Registration for this course is by advisement and with permission from the instructor.

An introduction to the properties and physiological processes common to all animals. Photoplasmic organization, membrane characteristics, energetics, control systems, and cell division will be covered. The cardio-vascular-pulmonary and gastrointestinal systems will be studied. Emphasis will be placed on interference of normal function, mechanisms of compensation, tissue change, and sequelae. Hormones will be surveyed to understand their control of biological processes.

Social Science and Related Courses

107 Human Behavioral Development. Fall and Spring.

Credit two hours. Dr. Salk. This course is offered concurrent to Nursing 154-157.

The interaction of physiological, genetic, and environmental factors in conjunction with developmental stages will be

presented in studying human behavioral development, with emphasis on the development of psychopathology. This will include all stages in development from early infancy through old age. Specific emphasis will be placed on child-rearing practices. Patients will be presented to demonstrate interviewing techniques and the child's emotional response to hospitalization.

108 Introduction to Research. Spring. Credit three hours. Miss Chapman.

The student is introduced to the basic skills needed for the evaluation of research material: critical thinking about situational and written data pertinent to nursing; and recognition of appropriate use of common statistical concepts.

109 Theories of Human Growth and Development.

Fall (not offered in 1972) and Spring. Credit two hours. Faculty to be appointed.

The course is taught in four units. Each unit considers the work of one or more major theorists; i.e., cognition, Piaget; physiological, Gisell; psychological, Freud and Erickson; social, Sullivan.

207 Nursing in the Social Order. Spring. Credit two hours. Dr. Lambertsen.

The structure and function of both formal and informal social organizations are considered, especially as they influence the work of the professional nurse in the delivery of health services.

246 Public Health. Fall and Spring. Credit two hours.

Miss Hansen. This course is offered concurrent to Nursing 155.

A study of community health needs and designs for meeting these needs. Programs and organizations participating in the formal and informal community health structure will be examined using an epidemiologic framework.

Guided Study. This course offers to qualified students the opportunity for guided study and course visitation under the direction of a faculty member. The course permits participation in classes, seminars, conferences, library research and selected nursing service programs. The course is offered within the regular term date. No credit or grade is given but a record of achievement is filed in the student record. A special fee is established after consultation with the Dean's office. Request for attendance is filed in the Registrar's office and referred to the Dean.

Register

Administration

Cornell University

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Marie Boguslawski, M.S.N., R.N., Assistant
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- Nursing and Department Head of Operating Room Nursing
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 Laura L. Simms, Ed.D., R.N., Associate Professor of Nursing and Department Head of Surgical Nursing
 Elaine Siu, M.Ed., R.N., Instructor in Nursing
 Elizabeth D. Ivey Smith, M.A., R.N., Assistant Professor of Nursing
 Vera Stolar, M.S., R.N., Assistant Professor of Science
 Marie D. Strickland, M.Ed., R.N., Assistant Professor of Nursing and Department Head of Obstetric and Gynecologic Nursing
 Madeleine S. Sugimoto, M.Ed., M.A., R.N., Assistant Professor of Nursing
 Eleanor Taggart, M.S., R.N., Assistant Professor of Nursing
 Edna E. Tuffley, M.A., R.N., Assistant Professor of Nursing and Department Head of Private Patient Nursing Service
 Marcus L. Walker, M.A., M.P.H., R.N., Assistant Professor of Nursing
 Rita Reis Wiczorek, M.A., R.N., Assistant Professor of Nursing
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 Helen E. King, M.A., R.N., Instructor
 Emelia Luddy, M.A., R.N., Instructor
 Jean A. S. MacMullen, M.S., R.N., Instructor
 Margery Manly, M.A., R.N., Instructor
 Grace Moroukian, M.A., R.N., Assistant Professor
 Margaret J. O'Brien, M.S., M.P.H., Adjunct Assistant Professor
 Patricia M. O'Regan, M.A., R.N., Instructor
 Madeline Petrillo, M.Ed., R.N., Assistant Professor
 Eva M. Reese, M.A., R.N., Adjunct Assistant Professor
 Barbara Rogoz, M.S., R.N., Instructor
 Doris Schwartz, M.A., R.N., Associate Professor of Nursing
 Laura L. Simms, Ed.D., R.N., Associate Professor of Nursing and Department Head of Surgical Nursing
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 Edna E. Tuffley, M.A., R.N., Assistant Professor of Nursing and Department Head of Private Patient Nursing Service
 Mamie Kwoh Wang, M.A., R.N., Assistant Professor

Emeritus Professors

- Virginia M. Dunbar, M.A., R.N., Professor Emeritus of Nursing and Dean Emeritus
 Verda F. Hickox, M.A., R.N., Professor Emeritus of Nursing
 Mary Klein, M.A., R.N., Professor Emeritus of Nursing
 Margery T. Overholser, M.A., R.N., Professor Emeritus of Nursing
 Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing
 Verónica Lyons Roehner, M.A., R.N., Professor Emeritus of Nursing
 Henderika J. Rynbergen, M.S., Professor Emeritus of Science
 Agnes Schubert, M.S., R.N., Professor Emeritus of Nursing

Class of 1973

The name of the student is followed by his home address. The college or university from which he transferred is given in parentheses.

Program I

- Austin, Barbara Jeanne, Massapequa, New York (Nassau Community College)
 Austin, Mary Marshall, Darien, Connecticut (Ohio Wesleyan University)
 Benedetti, Beverly Ann, Norwood, Massachusetts (Emmanuel College)
 Bickwit, Susan Melinda, Woodmere, New York (State University at New Paltz)
 Bloomfield, Lee Adele, Flushing, New York (New York University)
 Blundell, Kathi Lynne, Jamaica Estates, New York (Queens College)

Continuing Education Faculty

- Nina T. Argondizzo, M.A., R.N., Assistant Professor of Nursing and Assistant Dean
 Eddie Mae Barnes, B.S., R.N., Instructor in Nursing and Director of Nursing of Payne Whitney Psychiatric Clinic
 Mary Bartlett, M.S., R.N., Instructor
 Helen M. Berg, M.Ed., R.N., Associate Professor of Nursing and Department Head of Medical Nursing
 Grace E. Brown, M.A., R.N., Instructor

- Browning, Cassandra Ann, Guttenberg, New Jersey
(Englewood Cliffs College)
- Bruno, Pamela Jane, Tenafly, New Jersey
(Briarcliff College)
- Carson, Colleen Elaine, Demarest, New Jersey
(Drew University)
- Castimore, Candace Ann, Augusta, New Jersey
(Cedar Crest College)
- Chin, Agnes, New York, New York (Hunter College)
- Confino, Ann Jocalyn, Mamaroneck, New York
(College of New Rochelle)
- Davis, Wendy Lola, Scarsdale, New York (Finch College)
- DeGroff, Ann Elizabeth, Saugerties, New York
(Russell Sage College)
- Dodge, Gail J., Merion, Pennsylvania (American University)
- Dualsky, Martha Jane, Ardsley, New York
(Ladycliff College)
- Durak, Jane Louise, New York, New York
(Herbert H. Lehman College)
- Dzenkowski, Denise, East Marion, New York
(State University at Cortland)
- Fahy, Maureen Catherine, Corona, New York
(Marymount Manhattan College)
- Feigenbaum, Joan Meryll, Brooklyn, New York
(Brooklyn College)
- Gabreluk, Louise R., Islip, New York (Elmira College)
- Garibaldi, Barbara Louise, Short Hills, New Jersey
(Marymount College)
- Garvey, Lynn, Chestnut Hill, Massachusetts
(Marymount College)
- Gershon, Jacqueline Sue, New Providence, New Jersey
(New York University)
- Golden, Grace Elizabeth, Sea Cliff, New York
(The King's College)
- Griggs, Janet Marie, Hawthorne, New York (Ithaca College)
- Groder, Joyce Ellen, Mineola, New York
(Adelphi University)
- Haffey, Eileen Mary, White Plains, New York
(Trinity College)
- Hagney, Catherine Ann, Massapequa, New York
(Marymount College)
- Hale, Nancy Jean, Winthrop, Maine (Eastern Baptist College)
- Hall, Mary Grace, Buffalo, New York
(State University at Buffalo)
- Halpin, Kathleen, Medford, Massachusetts
(Marymount College)
- Harmon, Margaret T., Rockville Centre, New York
(Marymount College)
- Hartt, Meredith Jane, Northville, Michigan
(Michigan State University)
- Healy, Audrey Edna, Mount Kisco, New York
(Pace College)
- Hedin, Kristina, New Canaan, Connecticut
(Cedar Crest College)
- Hommel, Kay, Hawthorne, New Jersey (Calvin College)
- Johnston, Amy L., Broomall, Pennsylvania
(Ursinus College)
- Jones, Averil R., New York, New York
(Manhattan Community College)
- Jones, Margaret Allen, New York, New York
(University of Pennsylvania)
- Kalbacher, Barbara Anne, Westfield, New Jersey
(Elmira College)
- Kirk, Kathryn Jean, Ithaca, New York (Hood College)
- Kovanen, Marja Alakulppi, Elmhurst, New York
(Hunter College)
- Kruger, Carroll Anne, Forest Hills, New York
(Fordham University)
- Lanigan, Janet Marie, Maplewood, New Jersey
(College of Mt. St. Vincent)
- Lawrence, Pamela N., Croton-on-Hudson, New York
(Russell Sage College)
- Levine, Barbara Arlene, Oakhurst, New Jersey
(Boston University)
- Lewis, Mary Ellen, Providence, New York
(Case-Western Reserve)
- Lineal, Lisa Beth, Great Neck, New York
(Drexel University)
- Linebaugh, Melodie Ann, Spring Creek, Pennsylvania
(Houghton College)
- Littman, Judith Marsha, New Hyde Park, New York
(Hofstra University)
- Lugo, Nadine Turpin, Brooklyn, New York
(Manhattan Community College)
- Menden, Holly Lynn, Dover, New Jersey (Ursinus College)
- Monahan, Nancy Ann, Jersey City, New Jersey
(St. Peter's College)
- Nulman, Beryl Ann, Lawrence, New York
(Syracuse University)
- O'Sullivan, Mary Christine, Bronx, New York
(Mercy College)
- Panzarine, Susan, Brooklyn, New York
(State University at New Paltz)
- Pattarini, Barbara Lynn, Garden City, New York
(Elmira College)
- Peters, Susan Helen, Bellerose, New York
(St. John's University)
- Rosenstein, Louise N., Flushing, New York
(Queens College)
- Rothberg, Ellen D., Lindenhurst, New York
(Syracuse University)
- Safir, Kim Elizabeth, New York, New York
(California State College)
- Schapiro, Naomi Ann, Croton-on-Hudson, New York
(Radcliffe College)
- Schindler, Laurie Ellen, Roslyn Heights, New York
(Cornell University)
- Schiro, Arlene G., Whitestone, New York
(Fordham University)
- Schupp, Nancy Lee, Greenwich, Connecticut
(Pace College)
- Scott, Audrey Dibert, Washington, D. C. (Colby Jr. College)
- Seim, Gillian Howell, Pittsburgh, Pennsylvania
(Kalamazoo College)
- Silberstein, Wendy-Alexandra, State Island, New York
(Notre Dame College)
- Simandl, Jill Arlene, Calverton, New York
(University of New Hampshire)
- Slauson, Ceil Marie, Middlesex, New Jersey
(Douglass College)
- Staudinger, Margaret Ann, E. Brunswick, New Jersey
(Immaculata College)
- Stetch, Denise Roberts, Douglaston, New York
(Queens College)
- Stob, Susan Jane, West Chicago, Illinois
(Wheaton College)
- Story, Robin M., West Palm Beach, Florida
(Cornell University)
- Straka, Bernadette G., Bronx, New York
(Thomas More College)
- Thornburg, Catherine Marie, Seattle, Washington
(Marymount College)
- Tracy, Kathryn Bayard, Hillside, New Jersey
(Smith College)
- Urbanski, Lillian H., Staten Island, New York
(Ladycliff College)

Walbaum, Linda Mary, Huntington Station, New York
(C. W. Post College)
Wegman, Eleanor Rita, Rochester, New York
(LeMoyne College)
White, Kathleen Ann, New York, New York
(College of Mount Saint Vincent)
Wilbur, Sandra Elaine, Franklin, Maine
(Eastern Baptist College)
Wolpe, Mona Beth, Island Park, New York
(Nassau Community College)

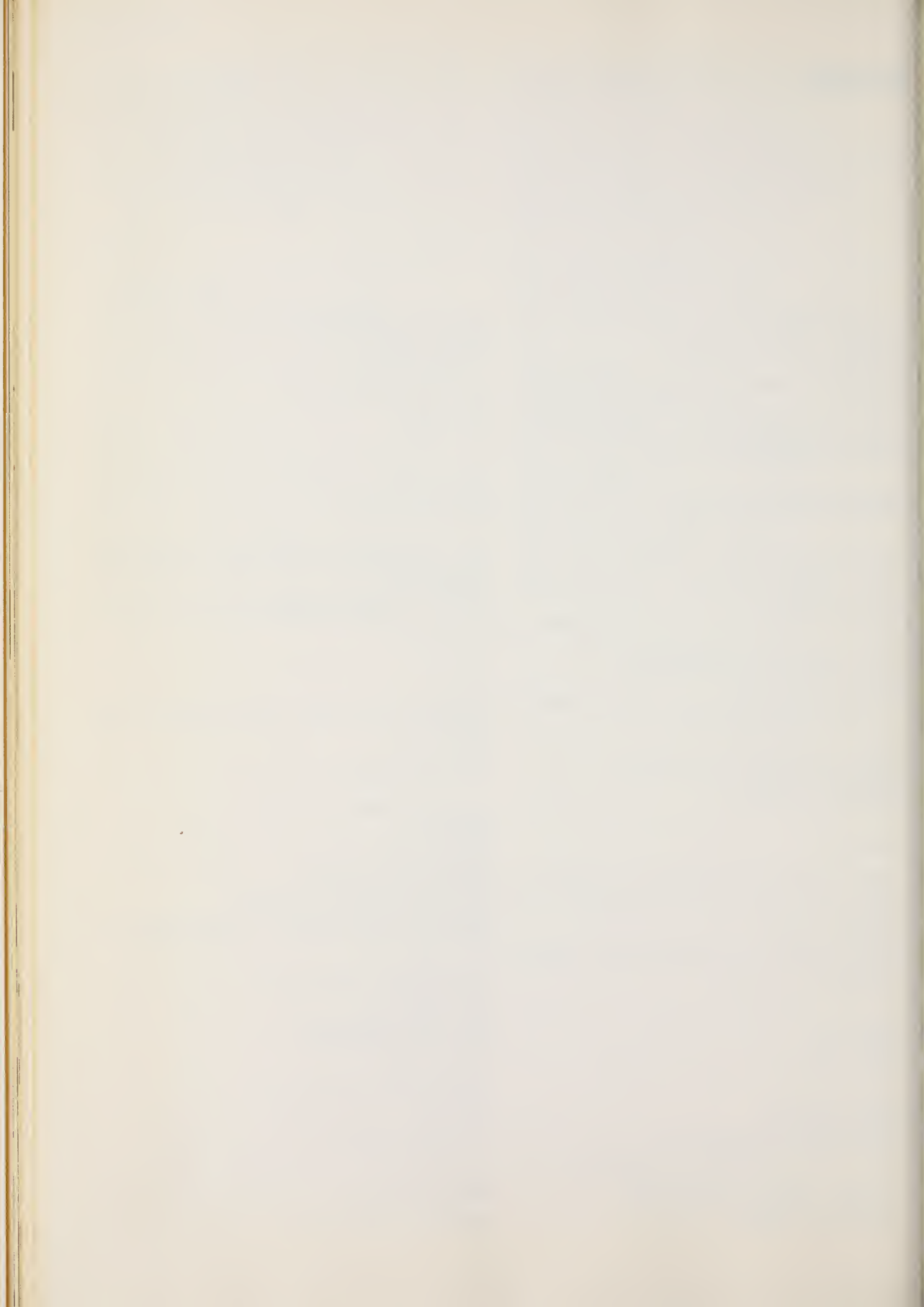
Program II

Bailey, Marie Elizabeth, Garden City, New York
(Barnard College)
Banks, Lucille Marie, New York, New York
(Marymount Manhattan College)
Berg, Constance Elizabeth, Massapequa Park, New York
(Cornell University)
Birnbaum, Stanley, Baldwin, New York (Queens College)
Finlay, Susan Carroll, New York, New York (Colby College)
Godfrey, Cynthia Petford, Wethersfield, Connecticut
(Mount Holyoke College)
Gosselin, Elizabeth Ann, Boston, Massachusetts
(Connecticut College for Women)
Grace, Margaret Mary, Manhasset, New York
(University of Dayton)
Gray, Nancy S., New York, New York
(Sacramento State College)
Harris, Marian Emily, Attleboro, Massachusetts
(Emmanuel College)
Holm, Marsha Ann, Huron, South Dakota (Huron College)
Irwin, Ann Graybill, Indianapolis, Indiana
(Indiana University)

Kennedy, Winifred Zierko, Brooklyn, New York
(Fordham University)
Kimbrough, Lydia Fitzgerald, Limestone, Maine
(University of Kansas)
Marcin, Sister Florence, Danville, Pennsylvania
(Marywood College)
Menden, Susanne, Dover, New Jersey (New York University)
Merritt, Jane Richardson, Bloomfield, Connecticut
(Skidmore College)
Murnane, Sheila Anne, Brooklyn, New York
(Saint Joseph's College)
O'Brien, Maureen Bernadette, New York, New York
(Thomas More College)
O'Regan, Sister Helen McGill, Greenwich, Connecticut
(Manhattanville College)
Oswald, Gregory Stephen, Long Beach, New York
(Saint Benedict's College)
Salata, Susan Lucy, Bridgeport, Connecticut
(Trinity College)
Scalone, Sister M. Rose Carmel, Flushing, New York
(College Misericordia)
Seligman, Nancy Joan, Merrick, New York
(Cornell University)
Shipps, Lucinda, Newington, Connecticut (Elmira College)
Skarie, Mary Ellen, Fergus Falls, Minnesota
(Antioch College)
Stadler, Catherine E., Elmont, New York (Queens College)
Steinfeld, Betty B., New York, New York (Stephens College)
Talbot, Nancy Anne, Shoreham, New York
(Saint John's University)
Wasko, Joanne Marie, Spring City, Pennsylvania
(Ursinus College)

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Further Information and Application Undergraduate Program

It is important that persons interested in pursuing one of the programs at the School of Nursing make plans well in advance so that their college programs may be arranged to provide the necessary background.

To receive assistance in such planning, an interested student should fill out the form on this page and send it to

Registrar
Cornell University—New York Hospital School of Nursing
1320 York Avenue
New York, New York 10021.

(The writer should include his zip code.)

Request Form

☐ I wish to receive further information. Please place my name on your mailing list.

☐ I wish to apply for admission in September

_____.
year

Please send me an application blank for

☐ Program I (after two years of college)

☐ Program II (after four years of college)

name

street address

city

state

zip

date of birth

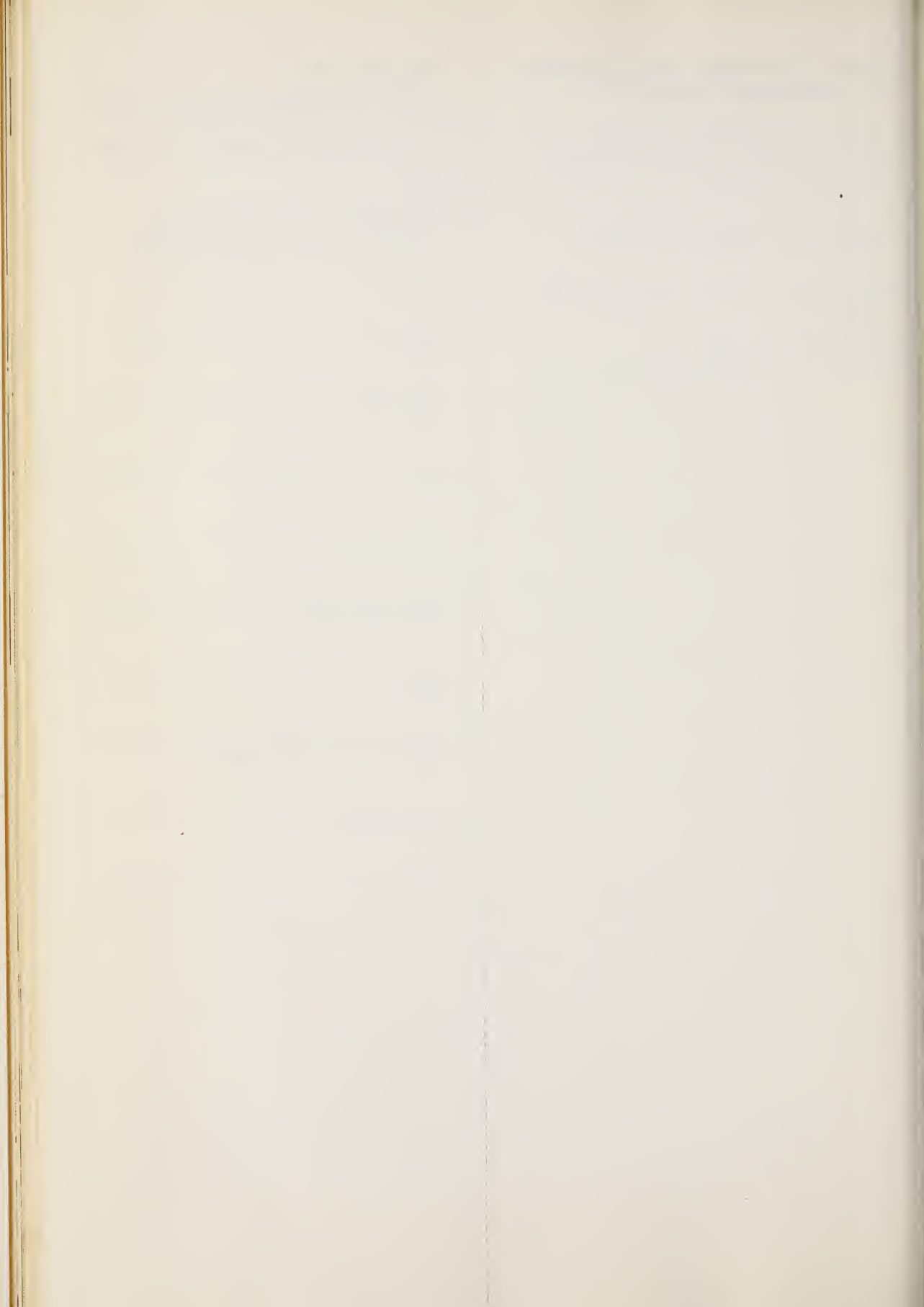
name of high school

address

date diploma received or expected

name of college

address



List of Announcements

Following is a list of *Announcements* published by Cornell University to provide information on programs, faculty, facilities, curricula, and courses of the various academic units.

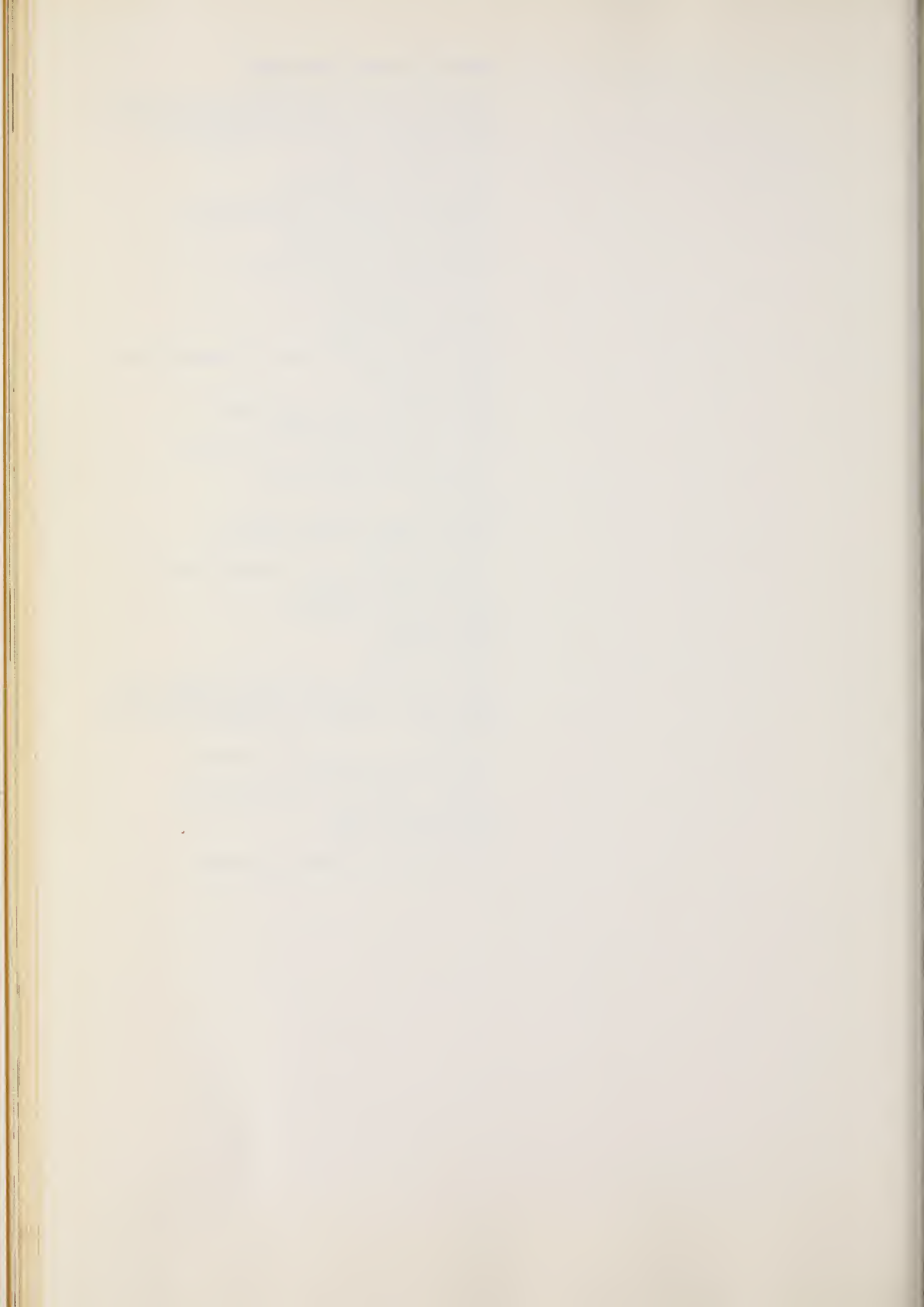
New York State College of
Agriculture and Life Sciences
College of Architecture, Art, and Planning
College of Arts and Sciences
Department of Asian Studies
Graduate School of Business and
Public Administration
Field of Education (Graduate)
College of Engineering
Engineering at Cornell
Graduate Study in Engineering and Applied Sciences
General Information*
Graduate School
Graduate School: Course Descriptions
School of Hotel Administration
New York State College of Human Ecology
New York State School of
Industrial and Labor Relations
Law School
Medical College (New York City)
Graduate School of Medical Sciences
(New York City)
Cornell University–New York Hospital School of
Nursing (New York City)
Graduate School of Nutrition
Officer Education (ROTC)
Summer Session
Veterinary College

* The *Announcement of General Information* is designed to give prospective students pertinent information about all aspects and academic units of the University.

Requests for the publications listed above
should be addressed to

CORNELL UNIVERSITY ANNOUNCEMENTS
Edmund Ezra Day Hall
Ithaca, New York 14850.

(The writer should include his zip code.)





Cornell University Announcements

Cornell University-
New York Hospital
School of Nursing

Cornell University

Cornell University-
New York Hospital
School of Nursing
1320 York Avenue
New York, New York 10021

1973-74

Cornell University Announcements

Volume 65 of the Cornell University Announcements consists of twenty-one catalogs, of which this is number 11, dated July 27, 1973. Publication dates: twenty-one times a year (four times in August; three times in March and July; twice in January, June, and October; once in April, May, September, November, and December). Publisher: Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14850. Second-class postage paid at Ithaca, New York.

Academic Calendar

Orientation, entering class, begins 9:00 a.m.	Wednesday, August 29
Orientation, entering class, ends 5:00 p.m.	Thursday, August 30
Registration	Friday, August 31
Labor Day holiday	Monday, September 3
Fall term instruction begins, all classes 8:00 a.m.	Tuesday, September 4
Opening convocation, 4:00 p.m.	Thursday, September 13
School holiday	Monday, October 8
Midsemester grades due, 5:00 p.m. (Class of 1974)	Friday, October 26
Progress grades due, 5:00 p.m. (Class of 1975)	Friday, November 16
Instruction suspended, 1:00 p.m.	Wednesday, November 21
Thanksgiving recess	
Instruction resumed, 7:30 a.m.	Monday, November 26
Fall term instruction ends, 5:00 p.m.	Monday, December 17
Study period	Tuesday, December 18
Final examinations and clinical evaluation begin, 9:00 a.m.	Wednesday, December 19
Final examinations and clinical evaluation end, 5:00 p.m.	Friday, December 21
Christmas recess and intersession	
Registration, new and rejoining students	Thursday, January 31
Registration, continuing students	Friday, February 1
Spring term instruction, all classes, begins 9:00 a.m.	Monday, February 4
Spring recess	Saturday, March 23
Instruction resumed, 7:30 a.m.	Monday, April 1
Midsemester grades due, 5:00 p.m.	Wednesday, April 3

Spring term instruction ends, 5:00 p.m. (Class of 1974)	Tuesday, May 14
Study period (Class of 1974)	Wednesday, May 15
Final examinations and clinical evaluation begin, 9:00 a.m. (Class of 1974)	Thursday, May 16
Spring term instruction ends, 5:00 p.m. (Class of 1975)	Friday, May 17
Final examinations and clinical evaluation end, 5:00 p.m. (Class of 1974)	Monday, May 20
Study period (Class of 1975)	Monday, May 20 & Tuesday, May 21
Final examinations and clinical evaluation begin, 9:00 a.m. (Class of 1975)	Wednesday, May 22
Final examinations and clinical evaluation end, 5:00 p.m. (Class of 1975)	Friday, May 24
Memorial Day holiday	Monday, May 27
Convocation and Commencement	Wednesday, May 29

The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.

In enacting this calendar, the University Senate has scheduled classes on religious holidays. It is the intent of Senate legislation that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.



Announcements

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The courses and curricula described in this *Announcement*, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.

THE NEW YORK HOSPITAL

RESIDENCE

CORNELL UNIVERSITY-
NEW YORK HOSPITAL
SCHOOL OF NURSING



Cornell University — New York Hospital School of Nursing

History of the School

The Cornell University–New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing. One of the earliest nursing schools in the country, the School is part of the New York Hospital–Cornell Medical Center, which includes also the Cornell University Medical College and the various buildings of The New York Hospital extending from Sixty-eighth to Seventy-first Streets on the East River.

The Center is a joint undertaking of The Society of the New York Hospital and Cornell University, and is committed to a fourfold purpose including: (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and (4) the promotion of public health through the development of preventive medicine.

The New York Hospital is the second-oldest voluntary hospital in this country—its Royal Charter having been granted in 1771 in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled. On early maps the location was designated simply as "the Hospital."

Cornell University, with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted much thought to the good that might be done by giving his wealth to education. A second circumstance was the fact that the

state of New York had received a substantial land grant, under the Morrill Act of 1862, for the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864–65, a young senator named Andrew D. White—later to become the first president of the University—who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients. In 1799 Dr. Valentine Seamen, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When, in 1873, the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of The Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the Medical Center was opened in 1932.

The health needs of the community and country have been the guiding force in the development of the School, which has modified its program

to keep pace with these needs. Today, the work of the professional nurse requires much more self-direction and leadership ability than in the past, and, in recognition of this, the University program was established in 1942. Since 1946, all students admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

The Division of Continuing Education was organized as an educational unit of the School of Nursing in 1971. Although it is a non-degree granting division of the school, it has the same status within the structure as the organizational unit for undergraduate programs leading to a degree.

The Cornell University–New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

Accreditation

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

The School is registered by the State Education Department, Division of Professional Education of the University of the State of New York.

The Undergraduate Program

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

Philosophy

Education is a process which helps the individual to develop his potential so that he may function productively within existing and changing social systems. This is a dynamic process involving the active participation of the student and the teacher. The school provides the environment in which the student can test his abilities and evaluate his progress.

The major purposes of the general education courses preceding the nursing major are: to instill knowledge; to cultivate intellectual skills; and to nurture the traits of personality and character basic to a reasoned and responsible life. Because of the foundation provided by these courses, it is anticipated that the student will be prepared to better understand himself, his

social and physical environment, and the role of the professional nurse in society.

Professional nurses assume responsibility for maintaining optimum standards for the planning, evaluation, and the delivery of nursing care in a variety of settings. They also function as members of the interdisciplinary health team in the planning, evaluation, and delivery of health care. They recognize the need to speak on both community and professional issues which are within their field of competence or interest and to assist in promoting public involvement in health by defining and clarifying health issues. As professional people they recognize the need to continue to develop personal and professional competence through the formal and informal educational structures which are best suited to their needs and abilities.

Objectives

Upon completion of the program, the graduate functions as a beginning-level professional nurse practitioner in a variety of settings.

The graduate will: (1) use the intellectual skills of observation, assessment, planning, and evaluation to establish and implement nursing goals; (2) understand how man functions in relationship to himself and others in health and sickness; (3) apply principles of leadership in directing nursing care of patients; (4) function as a colleague with members of an interdisciplinary team; (5) possess a foundation for continuing professional development in nursing; (6) maintain the standards of nursing services through constant assessment of existing practices and through participation in professional and community organizations; and (7) recognize the structures of a variety of health care systems and the effect which the structure has on the nature of nursing practice.

The Nursing Major

The nursing major, consisting of four semesters of full-time study, is offered in two programs identified as Program I and Program II. Both programs are based upon the philosophy that general education courses provide the foundation for the professional courses of the nursing major. In keeping with this philosophy, course requirements in the humanities, social sciences, and natural sciences have been identified as prerequisites for both programs. Sixty general education credits are required for admission to Program I. In addition to presenting the required prerequisites for the nursing major, students who enroll in Program II are required to hold a baccalaureate degree in another discipline before admission to the professional program. Both programs lead to the degree of Bachelor of Science in Nursing.

The programs are planned so that the student moves from less-complex situations in the care

MULTIPLE CAUSES

PSYCHOLOGICAL INHIBITION

PHYSICAL IMPAIRMENT

IGNORANCE
LIMITED OPPORTUNITIES

LOSS OF SELF
ESTEEM

LOSS OF
CONFIDENCE

↓
LACK IN INDIVIDUAL
RESOURCES

→ HELPLESSNESS

↓
FAILURE

→ FEAR

↓
ANGER

↓
AGGRESSIVE
BEHAVIOR

→ SEARCH OR
AID OR
SUPPORT

↔ FEAR OF
RETALIATION



of individuals and families, to those situations which test his ability to provide leadership in the delivery of health services. Initially attention is focused on the acquisition of nursing skills and the role of the professional nurse in the care of adult patients.

In the courses of the second and third semester, the student studies the patient in the hospital, the home, and the community. The content of one semester deals with the family in which child bearing women, their children, and their families, provide the focus for the learning experiences. The content and experiences offered in the alternate semester, provide the student with the opportunity to explore the needs of patients and families who are facing problems of short- and long-term physical and emotional illnesses. Study of the effect of the environment upon health and disease is correlated with the content of this semester.

In the final semester the student cares for patients with multiple nursing needs including more complex medical-surgical problems. The student learns the principles of leadership and has the opportunity to apply them in the clinical setting.

Courses in the biological and social sciences are offered concurrently with the nursing courses. Pharmacology, nutrition, and diet therapy are included in the nursing courses of the curriculum.

Each student entering the school is expected to complete the entire program for which he is enrolled. To meet the objectives of the program, students will have clinical experiences in a variety of hospital and community settings. In order to be eligible for the degree from Cornell, the last year must be spent in full-time study in one of these programs. The faculty reserves the right to make changes in the curriculum which it believes are in keeping with the changing needs of society or the best interests of the student and the school.

Plan of Program I (Class of 1975)

Detailed descriptions of the courses listed below may be found beginning on p. 21.

<i>Third Year</i>	
<i>Fall semester</i>	<i>Hours</i>
Nursing 153-156	10
Nursing 160	2
Biological Science 130* or	4
Biological Science 133*	3
	<hr/>
	15 or 16
 <i>Spring semester</i>	
Nursing 155	11
Social Science 107	2
Biological Science 132	3
	<hr/>
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Fourth Year

<i>Fall semester</i>	
Nursing 154	10
Public Health 246	2
Biological Science 131	3
	<hr/>
	15
 <i>Spring semester</i>	
Nursing 250	12
Social Science 108	3
Social Science 207	2
	<hr/>
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* Registration in these courses is by advisement and with permission of the instructor.

Plan of Program II (Class of 1975)

Detailed descriptions of the courses listed below may be found beginning on p. 21.

<i>First Year</i>	
<i>Fall semester</i>	<i>Hours</i>
Nursing 153-156	10
Nursing 160	2
Biological Science 133	3
	<hr/>
	15
 <i>Spring semester</i>	
Nursing 157	10
Social Science 107	2
Biological Science 134	3
	<hr/>
	15
 <i>Second Year</i>	
<i>Fall semester</i>	<i>Hours</i>
Nursing 256	10
Biological Science 136	3
	<hr/>
	13
 <i>Spring semester</i>	
Nursing 257	12
Social Science 108	3
Social Science 207	2
	<hr/>
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Admission

General Requirements

The number of qualified applicants exceeds the number of students that can be admitted to the two programs of the nursing major each year. Applicants selected will be those who, in competition with others seeking admission at the same time, have demonstrated by their qualifications that they are well fitted for the nursing profession.

Evaluation of the candidate's ability to profit from the instruction at the School of Nursing is based on his secondary-school and college

records, the recommendations of school authorities, and the results of standardized achievement tests; evidence of the candidate's ability to make effective use of free time, and his capacity for leadership and concern for others, is given due consideration. Evaluations are also made on the basis of extracurricular activities, references, and an interview. Interviews are granted only to those applicants meeting certain minimum admission standards. An extensive medical report is required because of the nature of the professional program.

A student already enrolled in the nursing major of another college or university may request the evaluation of his college record for possible transfer to the School at Cornell.

It is the policy of Cornell University actively to support equality of educational opportunity. No student shall be denied admission to the University or discriminated against otherwise because of race, color, creed, religion, national origin, or sex.

Specific Requirements for Program I

Students who have completed a minimum of sixty semester hours in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools may apply for transfer to Program I of the nursing major. Applicants to this Program are required to take the NLN Prenursing and Guidance Examination.

The following distribution of courses is to be used as a guideline in planning a program for the first two years of college. Records will be reviewed on an individual basis and adjustments made.

Communications, 6 credits: composition, public speaking, or speech.

Humanities, 20–30 credits: art, language, literature, music, philosophy, religion.

Natural science and mathematics, 12 credits: general biology (4 credits) and general chemistry (4 credits) are required. Those applicants who did not take biology or chemistry in high school are required to take a year of that particular science in college. Based on individual evaluation, other college science and mathematics may be accepted in place of additional credits in biology and chemistry.

Social science and history, 12–22 credits: sociology (3 credits required), psychology (3 credits required), political science, anthropology, economics.

Specific Requirements for Program II

Persons who hold or are to be awarded a baccalaureate degree by an accredited senior college or university may be considered for admission to this Program of the nursing major.

Applicants will be required to take the Graduate Record Examination.

The following distribution of courses is required for admission to Program II.

Humanities, 10 credits.

Social Science, 10 credits.

Natural Science, 8 credits. Although records are reviewed on an individual basis, general biology (4 credits) and general chemistry (4 credits) are considered essential prerequisites. Those applicants who did not take biology or chemistry in high school are required to take a year of that particular science in college.

Applications

Prospective students should write the Office of the Registrar, Cornell University—New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021, for forms to be used in making application for admission.

Important Dates

The following information and dates apply for applicants to both programs of the nursing major.

Requests for applications may be made any time after May 1, 1973 for admission in September 1974.

Admissions applications are due by October 1, 1973 for early review and by January 1, 1974 for regular review. Applications will be released and accepted after January 1, if places remain to be filled.

Early review decisions are announced by January 1. Though all applicants who have completed their applications by October 1 will be interviewed in the Fall, only those meeting the criteria for early review will receive their admissions decision by January 1. In addition those applicants who do not qualify for the program will be notified once their application has been reviewed. Decisions made by regular review are announced in March and April. Applications submitted after January 1 will be acted upon as they are completed.

Each applicant accepted by regular review must advise the School of his decision regarding admission within two weeks of acceptance. Upon acceptance, early review applicants will be advised of the date their decision is due.

The Financial Assistance Application must be filed by February 1. Decisions are announced May 1. Offers must be accepted within three weeks of receipt.

Visits to the School

Members of the staff are available to meet with prospective applicants to discuss the School's

admission requirements, application procedures, and the appropriateness of the applicant's general education in satisfying the requirements for admission. Although appointments for these visits are not required, prospective applicants are urged to call the registrar's office before visiting the School.

An informational visit does not take the place of the required interview which is scheduled after application materials have been submitted and reviewed.

Academic Standing and Grades

The Academic Standards Committee, composed of faculty representing the two nursing programs and the dean or her representative, meets at least two times each year to review the academic records of students in the School. The Committee is responsible for reviewing the records of students whose suitability for nursing is in question, whose cumulative average does not meet minimal standards for promotion, whose cumulative average has dropped seriously since the previous semester, or students whose performance in the major nursing course is below the acceptable level of achievement.

The Committee recommends to the faculty the promotion of all students and the candidates for the degree of Bachelor of Science in Nursing. The Committee acts on the records of those students who qualify for the Dean's List (semester average of 3.25), and those who are to be considered for graduation with distinction.

At midsemester all students who have a grade of D, F or U in any course will receive a notice from the registrar and/or the dean. The student is expected to consult with his course chairman and his adviser or the dean. The Academic Standards Committee will determine whether further assistance or action is necessary. In addition the Committee will review the record of any student who is achieving less than 2.0 quality points in theory or U in clinical laboratory of the nursing course.

At the end of the semester, any student who fails to achieve the cumulative average required for registration in good standing for the next semester will be subject to the scholastic action felt to be appropriate considering his semester record and past performance. However, failure to show satisfactory progress toward his degree, as evidenced by course failures or low grades in major course, may also be the basis for scholastic action regardless of the term average. A student may be placed on academic warning for one semester. If he has not removed the conditions of his warning at the end of the next semester he will be required to withdraw from the School.

Final grades of S and U are given under certain

conditions. A student who receives a semester grade of F, U or an incomplete (I) in a required course will be considered, on an individual basis, for continuation in the School. A student who receives an incomplete in a course is required to complete the course within one year, unless it is prerequisite to another course; in this instance it must be completed before registering for the subsequent course.

The faculty of the School of Nursing reserves the privilege of retaining only those students who in their judgment satisfy the requirements of scholarship, mental and physical health, and the personal attributes suitable for professional nursing. A student may be asked to withdraw without previously having been on academic warning.

Parents and guardians do not receive regular notice of the student's grades. They are, however, advised when a student is placed on academic warning or is asked to withdraw from the School.

A student is eligible for honorable withdrawal at any time he may elect to leave, if his academic and personal record meet the standards of the School, and if his financial record has been cleared. A student who plans to withdraw must report his intention to the registrar and discuss, with the dean, his reason for leaving.

Minimal Cumulative Averages Required

<i>Semester</i>	<i>Program I and Program II</i>
1st	1.6
2nd	1.76
3rd	1.82
4th	1.83

The established pattern for grading is based on the following 4.0 scale: A (3.5–4.0); B (2.5–3.4); C (1.5–2.4); D (0.5–1.4); and F (0.0–0.4).

Sigma Theta Tau

In 1968 the School received a charter for the Alpha Upsilon chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the Society are to recognize the achievement of scholarship of superior quality, to promote the development of leadership qualities, and to encourage creative work while fostering high professional ideals. It is hoped that the commitment of the individual to the ideals and purposes of professional nursing will be strengthened by participation in the Honor Society.

Students who have completed at least one half of the nursing major are considered for induction. Before completion of the fourth semester of the nursing major, an average somewhat higher than the national minimum of 3.0 is required for induction into Alpha Upsilon chapter. In addition to demonstrated superior



scholastic achievement, a candidate must also give evidence of professional leadership potential.

Degree Requirements

The degree of Bachelor of Science in Nursing is granted by Cornell University. In order to qualify for the degree, the student must have attained the required minimum cumulative average for the total program and must have completed satisfactorily all of the theory and clinical laboratory courses outlined in this *Announcement*, or required by decision of the faculty.

In keeping with practice throughout the University, students in the School of Nursing may be granted the degree of Bachelor of Science in Nursing with Distinction. To qualify for this honor the student must have attained a cumulative average of 3.25 in the nursing major and maintained an average of "B" in college courses taken prior to transferring to the School of Nursing.

State Registration for Graduates

Graduates of the School are urged to take the state board examination for licensure which is administered by the Regents of the state of New York. Each graduate is expected to take the first examination for licensure which is administered after he has completed the Nursing program. Graduates who plan to work outside of New York State should determine whether the state has a mandatory licensure law. If so, the graduate is urged to establish a date of employment based upon his expected date of licensure. Satisfactory completion of this examination licenses the graduate of the School as a Registered Nurse (R.N.). The application for the examination is released by the Office of the Registrar during the final semester in which the student is registered in the School.

Expenses

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, deposits, and related charges for services provided by the School. The second category includes living costs and items of personal expense. To help students estimate individual expenses the following table should be consulted.

Estimated Total Expenses

Although expenses, excluding tuition, fees, and room, vary for the individual students, the budget is estimated for those who plan to be

resident students. Applicants and students who intend to become nonresident students should write to the Chairman, Financial Assistance Committee for the commuting student's adjusted budget.

The following figures are for the academic year:

<i>Item</i>	<i>Estimate</i>
Tuition	\$1,950
Room	500
Meals	900
Books, supplies	250
Clothing, laundry, cleaning	300
Incidentals, recreation	300
Transportation*	
Uniform supplies (entering students)	200

* Transportation for clinical experience; students should add \$125 to the budget each year.

Fees

Application Fee. (For applicants registered in a general education program.) A fee of \$15 must accompany the application for first admission.

Transfer Fee. (For applicants registered in a baccalaureate nursing program.) A fee of \$25 is charged to evaluate the record of a student already registered in a baccalaureate nursing program who wishes to apply for transfer to this School.

Reinstatement Fee. (For students previously registered in this school.) A fee of \$10 will be charged to evaluate the record of a former student seeking to reregister in this School.

Acceptance Fee. A nonrefundable fee of \$50 must be paid by each person at the time he is notified of his tentative acceptance in the school.

Late Registration Fee. A fee of \$5 is charged to each late registrant. First-semester registration closes 5 p.m., August 31, 1973. Second semester registration closes 5 p.m., Friday, February 1, 1974.

Payment of Bills

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable at registration each semester, unless special arrangements have been made with the School. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

Provision is made for the payment of bills during the registration period at the beginning of each semester. Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student voluntarily leaves the School

during the course of a semester. In this case, one-half of the amount of the grant is to be reimbursed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check during the registration period. The proceeds of a loan must be applied first to the balance due on School charges but may not be claimed as an exemption from the bill.

New York State scholarships and incentive awards may not be claimed as an exemption from the tuition bill since the State prepares individual checks, which are payable to the student, and sends them to the School for distribution. Checks for these awards will not be available at the time tuition and fees are due. When an extension of time for payment of part or all of the tuition and fees is granted, based on a New York State award, it is with the understanding that should the state for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

In order for a student to remain in good standing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangements made for the future repayment of loans.

Students who have questions regarding their bills or the payment of grants or loans after the registration period should see the administrative assistant in NR-214.

Refunds

Part of the tuition will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of ten percent a week on all charges, as of the first day of the semester. No refund will be made after the midsemester.

Financial Assistance

In general, students plan to meet the cost of their education through self-help (loans and employment). To the extent that is possible, parents are expected to contribute to the cost of a student's education.

The Cornell University–New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy

of the appropriate Confidential Statement form to the College Scholarship Service by February 1, designating Cornell University–New York Hospital School of Nursing as one of the recipients. The Confidential Statement should be obtained from the School of Nursing.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described below. These are assigned on the basis of need rather than academic rating.

Loans are available from a fund established jointly by the School and the federal government under the terms of Public Law 92-158, Nurse Training Act of 1971. No more than \$2,500 may be borrowed by a student during an academic year. The amount of loan awarded to each eligible student is dependent upon the total amount of federal funding made available to the School. To be eligible for either a grant or a loan, a student must intend to be enrolled at least half-time and demonstrate the need for financial assistance. In addition, he must be a citizen or national of the United States, or have immigration status and personal plans to justify the conclusion that he intends to become a permanent resident of the United States.

Application for Financial Assistance

An entering student who will need financial assistance should return the Financial Assistance Application with his application form by February 1. This will be forwarded to the chairman of the Financial Assistance Committee. The Confidential Statement should be filed through the College Scholarship Service by February 1, of the year the applicant anticipates his admission to the School of Nursing.

Students enrolled in the School who expect to register for the next academic year and who anticipate the need for financial assistance, should make appointments to see the chairman of the Financial Assistance Committee before December 15. Students receiving financial assistance may arrange an interview with the chairman of the Committee during the fall semester to review their awards. Those who may or may not be receiving financial assistance and whose family situations change during an academic year, should feel free to discuss their problems with the chairman of the Committee.

Financial Assistance Administered by the School

Vivian B. Allen Scholarship Fund. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc.; income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.



Allstate Foundation Grant. A grant is made available to the School each year to assist a student throughout the program.

Juliette E. Blohme Scholarship Fund.

Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the class of 1922 through a gift of \$6,000, the interest on which may be used in whole or in part each year.

Fund of the Committee for Scholarships. A fund, established and maintained by a committee of women interested in the School of Nursing, to assist young women who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

Cornell Women's Club of New York. In the spring of the year a scholarship is made available by this Club for the ensuing school year. It is awarded either to an entering student or a student enrolled in the School.

Davison/Foreman Foundation Grant. Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

Emmajean Steel Fuller Fund. This fund, begun by the class of 1952 in memory of Emmajean Steel Fuller, a former member of the class, is available for an occasional scholarship.

Samuel J. Moritz Scholarship Fund.

Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

Helena Rubinstein Foundation, Inc. Grant.

Grants from this Foundation are made available to the School and administered to students who have demonstrated need for financial assistance.

The Switzer Foundation Grant. A grant of \$1,500 is made available to the School each year. This grant is intended to assist students who are American citizens living within fifty miles of New York City and who have financial need.

Women's Florist Association, Inc., Scholarship.

Under a scholarship plan established in 1949 by the Women's Florist Association, Inc., a nursing student who has satisfactorily completed one year of the nursing major is eligible for a scholarship not to exceed the sum of \$200. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

The Christian C. Yegen Scholarship Fund.

Established in the spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University-New York Hospital School of Nursing.

Financial Assistance Administered by Outside Sources

New York State Regents Scholarships, Grants, and Loans

The following scholarships are available for residents of New York State. The applicant should apply through his high school principal while he is still a student in high school.

For more information on any of these, write to the State Education Department, State University of New York, Albany, New York 12224 requesting the leaflet *Opening the Door to College Study through the New York State Regents Scholarship Examination*.

Regents Scholarships for Basic Professional Education in Nursing.

Amount, \$200-\$500 a year depending upon financial need; applicable only to the period in the School of Nursing.

Regents College Scholarships.

Amount, \$250-\$1,000 a year depending upon financial need for a maximum of five years; applicable to the first two years of college and to the period in the School of Nursing.

Regents Scholarships in Cornell.

A tuition-reducing scholarship ranging in amount from \$100 to \$1,000 a year depending upon financial need for a maximum of four years; applicable to the first two years of college and to the period in the School of Nursing.

Regents Scholarships for Children of Deceased or Disabled Veterans.

Amount, \$450 a year for four years; applicable to the first two years of college and to the period in the School of Nursing.

New York Higher Education Assistance

Corporation sponsors a program through which students may obtain loans from local savings banks.

Scholar Incentive Program.

Grants of \$100-\$600 yearly, depending on need and tuition paid, with a minimum yearly grant of \$100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and to those who are presently in college and maintain satisfactory academic performance.

Armed Services

Army and Navy Nurse Corps Student Programs.

Students in either of the basic nursing programs may apply for appointments in the Army Student Nurse Program six to eight weeks prior

to entrance to the School, or to the Navy Nurse Corps Candidates Program prior to March 1, for fall entrance. The student must have had receipt of acceptance to Cornell University—New York Hospital School of Nursing before the applications will be considered. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for twenty-four months. If two years of support has been given, the student serves thirty-six months.

General Information

School Government

Any student entering the school is automatically a member of the student organization. The functions of this organization are to contribute to the development of the professional education of the individual student through cooperation with fellow students and faculty; to represent the individual student in matters of student-faculty concern; to encourage in the student body maturity in matters of scholarship and personal conduct; to provide an all-inclusive organization through which business pertaining to the whole body of students may be transacted; and to foster an attitude of involvement in student life and development in the nursing program.

Residence

In general the School of Nursing is considered a resident school within the limits of its facilities. The Nurses' Residence has facilities for unmarried female students who are expected to live in unless a request to live out is made in writing. The request must be accompanied by a letter from a parent or guardian indicating knowledge and approval of the plan to live outside of the Residence. A limited number of rooms are available for single male students who may wish to live in the Residence. Married students are urged to assume the responsibility for finding living facilities in the metropolitan area. Married women may live in the Residence, if they comply with regulations for living in, and pay the residence fee required of all female students.

All students who live outside of the Residence must keep the Office of the Registrar informed of their correct addresses and telephone numbers. Each is expected to maintain a mailbox in the Nurses' Residence, and is responsible for checking it once each day. The *Student Handbook* should be consulted for details of rules governing students who live in the Residence and those who do not. The handbook also has information regarding the facilities of the Residence.

Recreational Facilities

Because the School believes that the education of young men and women today includes healthful social relationships, provisions have been made for the development of such relationships in the life of the student.

A social committee is responsible for a full and varied social calendar which includes such activities as dances, skating parties, coffee hours, and suppers. Other activities in which students may participate are the yearbook and singing groups. The director of student relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

Health Services

Good health is of the utmost importance for nursing students; to insure this a well organized Personnel Health Service is maintained by The New York Hospital. Ambulatory medical care is available in the Health Service and in other specialty outpatient clinics when necessary.

Students are expected to complete surgery and dental work prior to entrance into the School. Otherwise elective health care must be scheduled during vacations. Upon registration in the School, a complete physical examination with routine tests is performed. Students' health is followed in the comprehensive Tuberculosis prevention program maintained by the Personnel Health Service.

Room care service in the Nurses' Residence is available during minor illnesses, when recommended by the Health Service. If more seriously ill, a student may be admitted to The New York Hospital. Each student is required to enroll in the Associated Hospital plan available to all students in the Medical Center.

If in the opinion of the Personal Health Service physician, the condition of a student's physical or emotional health makes it unwise for him to remain in the program, the school authorities may require him to withdraw either temporarily or permanently at any time.

Counseling Services

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in his work in the School or in connection with special personal problems.

The Director of Student Relations assists students in every way possible in their educational, personal, and social adjustment. She also cooperates with the faculty in helping students in these areas and directs students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

Group therapy is also made available through the office of the Director of Student Relations to assist students whose effectiveness and adjustment are impaired by personal concerns.

Division of Continuing Education

The Division of Continuing Education is an organized educational unit of the School of Nursing under the administration of the dean.

The Division offers organized and planned presentations of appropriate educational experiences at a professional level which are university oriented and related to the needs and purposes of the employment or practice situation. The programs offered by the Division have their origins in selected areas of nursing practice. The objectives of the programs are directed toward enabling registered nurses, both in practice and returning to practice, to update and expand their knowledge and skills in circumscribed areas of clinical nursing practice.

A variety of special workshops and formalized training programs are conducted cooperatively with the Cornell University Medical College, the professional staffs of The New York Hospital-Cornell Medical Center, The Department of Health, Health Services Administration of the City of New York, The Visiting Nurse Service of New York and other cooperating community agencies.

Information on programs being offered, applications, and fees may be obtained by writing to: Division of Continuing Education, 1320 York Avenue, Room NR 340, New York, New York 10021.

Facilities for Instruction

The facilities of The New York Hospital-Cornell Medical Center provide the setting for the major part of the educational program offered to students in both divisions of the School of Nursing. The classroom and office facilities for the School are located at 1320 York Avenue, New York City. In addition to the usual classroom and conference room facilities there is an audio-visual laboratory and learning laboratories for the practice of basic nursing skills.

The library, in the Samuel J. Wood Library and Research Building, is shared by the students and the faculties of the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works, and monographs. The book stacks and carrels are on two floors below the main reading room. Sixteen hundred current journals are received each year; the total collection has reached more than 100,000 volumes.

The library is also equipped with a communication terminal linked to a computer to provide searches of the medical literature. The Information and Reference Department receives requests for these searches. Typing and duplicating services and, most importantly, a staff willing to help are also available.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photoduplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

All students have clinical experience on the patient units of The New York Hospital. The Hospital comprises five clinical departments—Medicine, Surgery, Lying-In Hospital, Pediatrics, and The Payne Whitney Clinic (psychiatry). Each of these units (largely self-contained) has facilities for inpatients and outpatients, and for teaching and conducting research. The Hospital has approximately eleven hundred beds and ninety clinics.

In order to meet the objectives of the program, the School of Nursing contracts with selected voluntary and governmental agencies for additional clinical experiences. It is a requirement of the program that each student participate in the care of patients in the community. Representatives of various governmental and voluntary agencies plan with the faculty for appropriate ways to contribute to the student's knowledge of the community and the organization for human services.



Description of Courses

Nursing Courses

153–156 Introduction to the Nursing Process, Care of the Adult Patient. Fall. Credit: five

hours, theory; five hours, clinical laboratory. M. A. Miller and faculty.

Composed of two units. The first unit is concerned with introduction of the nursing process, and learning and practicing nursing skills basic to all nursing care. During the second unit, the nursing process is applied to the care of adult patients with representative medical-surgical health problems. Pharmacology, nutrition, and diet therapy are integrated throughout the course. The clinical area is utilized to apply concepts and skills in caring for patients with major medical-surgical health problems.

154–157 Maternal-Child Nursing. Fall and Spring. Prerequisite: Nursing 153–156. Credit: five hours, theory; five hours, clinical laboratory. E. W. Haas and faculty. Registration for this course is by advisement.

Emphasis is placed on the study of the health needs of childbearing women, their children, and families. Family influences, social trends, and normal development are integrated throughout the semester. The concept of nurturance for the promotion of optimum health provides the framework for nursing intervention. Experiences are provided in teaching principles of health maintenance to families in a variety of settings.

155 Nursing for the Activation of Potential.

Fall and Spring. Prerequisite: Nursing 153. Credit: six hours, theory; five hours, clinical laboratory. B. H. Rosner and faculty. Registration for this course is by advisement. Deals with learning the concepts and skills needed to intervene therapeutically with adults who have psychological and/or physiological dysfunctions. The major emphasis is placed on utilization of the nurse-patient relationship. Studies are made of the similarities and dissimilarities of nursing techniques in the care of

adult patients with long-term illness who are in institutional and home settings, as compared with the care of patients with acute psychological dysfunction who are in a psychiatric setting.

160 Interpersonal Processes in Nursing. Fall.

Prerequisite: Psychology, three credits; Sociology, three credits. Credit two hours. L. Schwager.

The content is prerequisite to subsequent nursing courses. Elements of the nurse-patient relationship will be examined with emphasis on techniques of interviewing, therapeutic communication, barriers of communication, and intervention with selected behaviors.

250 Transition to Nursing Practice. Spring.

Prerequisites: Nursing 153, 154, 155. Credit: five hours, theory; seven hours, clinical laboratory. J. A. Keith and faculty.

Offers the student the opportunity to apply the nursing process in caring for a group of people with a variety of health care needs including some adult medical-surgical problems. Within these groups the student will assist individuals and/or families to achieve the optimal degree of health through the development of goals that incorporate the principles of their evolving needs. The student will have the opportunity to learn the principles of leadership and apply these principles through active participation with health care workers in a variety of settings.

256 Community Health: Care of Patients with Environmentally Related Health Problems. Fall.

Prerequisites: Nursing 156, 157. Credit: five hours, theory; five hours, clinical laboratory. J. A. Keith and faculty.

Focus is directed toward increasing students' understanding of the role of the professional nurse in the care of individuals and families whose health problems necessitate a comprehensive community approach. Included will be the basic principles of community health organizations and current and future trends in health care. Clinical experience in community health agencies, extended care facilities, and psychiatric facilities will be provided.

257 Dimensions of Nursing. Spring. Prerequisites: Nursing 156, 157, 254. Credit: four hours, theory; eight hours, clinical laboratory. E. K. Herrmann and faculty. Consideration of various aspects of professional nurse practice: caring for patients with acute medical-surgical illnesses who have multiple and complex nursing needs; having responsibility for nursing care of many patients; and giving leadership to others participating in nursing care. A variety of hospital, home, and community settings will be utilized for clinical practice.

Professionally Related Courses

130 Biological Science. Fall. Credit four hours. R. S. Rubenstein. Registration is by advisement and with permission from the instructor.

An introductory course designed to identify fundamental concepts of structure and function in the human organism. Selected underlying anatomical and physiological disturbances that occur in man will be correlated with the clinical nursing course 153. Biochemical principles of metabolism, electrolytes, and acid-base balance are integrated.

131-134 Biological Science. Fall and Spring. Prerequisite: Biological Science 130 or 133. Credit three hours. R. S. Rubenstein. Offered concurrent to Nursing 154-157. The reproductive cycle in man will be studied. Principles of heredity, general embryology, and medical genetics will be covered. There will be a survey of the microorganisms detrimental to man, designed to acquaint the student with communicable diseases that are endemic to society. Principles of immunity will be included. The correlation between disease patterns and social climate will be identified.

132-136 Biological Science. Fall and Spring. Prerequisite: Biological Science 130 or 133. Credit three hours. V. Stolar. Offered concurrent to Nursing 155 and Nursing 256. Morphological and functional study of the nervous system in man with special reference to interference of normal pathways. Neurone physiology, neuroanatomy, receptor physiology, neural pathways as a basis for integrative activity, and neuromuscular relationships are included. Degenerative processes in basic tissues will also be explored. Selected disturbances that occur in man will be correlated with clinical nursing.

133 Biological Science. Fall. Credit three hours. V. Stolar. Registration is by advisement and with permission from the instructor. An introduction to the properties and physiological processes common to all animals. Photoplasmic organization, membrane characteristics, energetics, control systems, and cell division will be covered. The cardio-vascular-

pulmonary and gastrointestinal systems will be studied. Emphasis will be placed on interference of normal function, mechanisms of compensation, tissue change, and sequelae. Hormones will be surveyed to understand their control of biological processes.

107 Human Behavioral Development. Fall and Spring. Credit two hours. To be appointed. The interaction of physiological, genetic, and environmental factors in conjunction with developmental stages will be presented in studying human behavioral development, with emphasis on the development of psychopathology. This will include all stages in development from early infancy through old age. Specific emphasis will be placed on child-rearing practices. Patients will be presented to demonstrate interviewing techniques and the child's emotional response to hospitalization.

108 Introduction to Research. Spring. Credit three hours. J. S. Chapman. The student is introduced to the basic skills needed for the evaluation of research material—critical thinking about situational and written data pertinent to nursing, and recognition of appropriate use of common statistical concepts. Each student develops a scientific proposal relevant to professional nursing practice.

109 Theories of Human Growth and Development. Not offered 1973-74. Credit two hours. Faculty to be appointed. Taught in four units. Each unit considers the work of one or more major theorists; i.e., cogniture, Piaget; physiological, Gisell; psychological, Freud and Erickson; social, Sullivan.

207 Nursing in the Social Order. Spring. Credit two hours. E. C. Lambertsen. The structure and function of both formal and informal social organizations are considered, especially as they influence the work of the professional nurse in the delivery of health services.

246 Public Health. Fall. Credit two hours. Faculty to be appointed. A study of community health needs and designs for meeting these needs. Programs and organizations participating in the formal and informal community health structure will be examined using an epidemiologic framework.

Guided Study. This course offers to qualified students the opportunity for guided study and course visitation under the direction of a faculty member. It permits participation in classes, seminars, conferences, library research, and selected nursing service programs. Offered within the regular term date. No credit or grade is given but a record of achievement is filed in the student record. A special fee is established after consultation with the dean's office. Request for attendance is filed in the registrar's office and referred to the dean.

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Class of 1974

The name of the student is followed by his home address. The college or university from which he transferred is given in parentheses.

Program I

Agnew, Jacqueline, Watertown, Connecticut (University of New Hampshire)
 Babbitt, Susan Lucille, Houghton, New York (Houghton College)
 Banisch, Stefannie Lora, Maywood, New Jersey (Douglass College)
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Further Information and Application Undergraduate Program

It is important that persons interested in pursuing one of the programs at the School of Nursing make plans well in advance so that their college programs may be arranged to provide the necessary background.

To receive assistance in such planning, an interested student should fill out the form on this page and send it to

Admissions
Cornell University—New York Hospital School of Nursing
1320 York Avenue
New York, New York 10021.

(The writer should include his zip code.)

Request Form

☐ I wish to receive further information. Please place my name on your mailing list.

☐ I wish to apply for admission in September, _____ year

Please send me an application blank for

☐ Program I (after two years of college)

☐ Program II (after four years of college)

_____ name

_____ street address

_____ city

_____ state

_____ zip

_____ date of birth

_____ name of high school

_____ address

_____ date diploma received or expected

_____ name of college

_____ address

List of Announcements

Following is a list of *Announcements* published by Cornell University to provide information on programs, faculty, facilities, curricula, and courses of the various academic units.

New York State College of Agriculture and Life Sciences
College of Architecture, Art, and Planning
College of Arts and Sciences
Department of Asian Studies
Graduate School of Business and Public Administration
Field of Education (Graduate)
College of Engineering
Engineering at Cornell
Graduate Study in Engineering and Applied Sciences
General Information*
Graduate School
Graduate School: Course Descriptions
School of Hotel Administration
New York State College of Human Ecology
New York State School of Industrial and Labor Relations
Law School
Medical College (New York City)
Graduate School of Medical Sciences (New York City)
Cornell University—New York Hospital
School of Nursing (New York City)
Graduate School of Nutrition
Officer Education (ROTC)
Summer Session
New York State Veterinary College

* The *Announcement of General Information* is designed to give prospective students pertinent information about all aspects and academic units of the University.

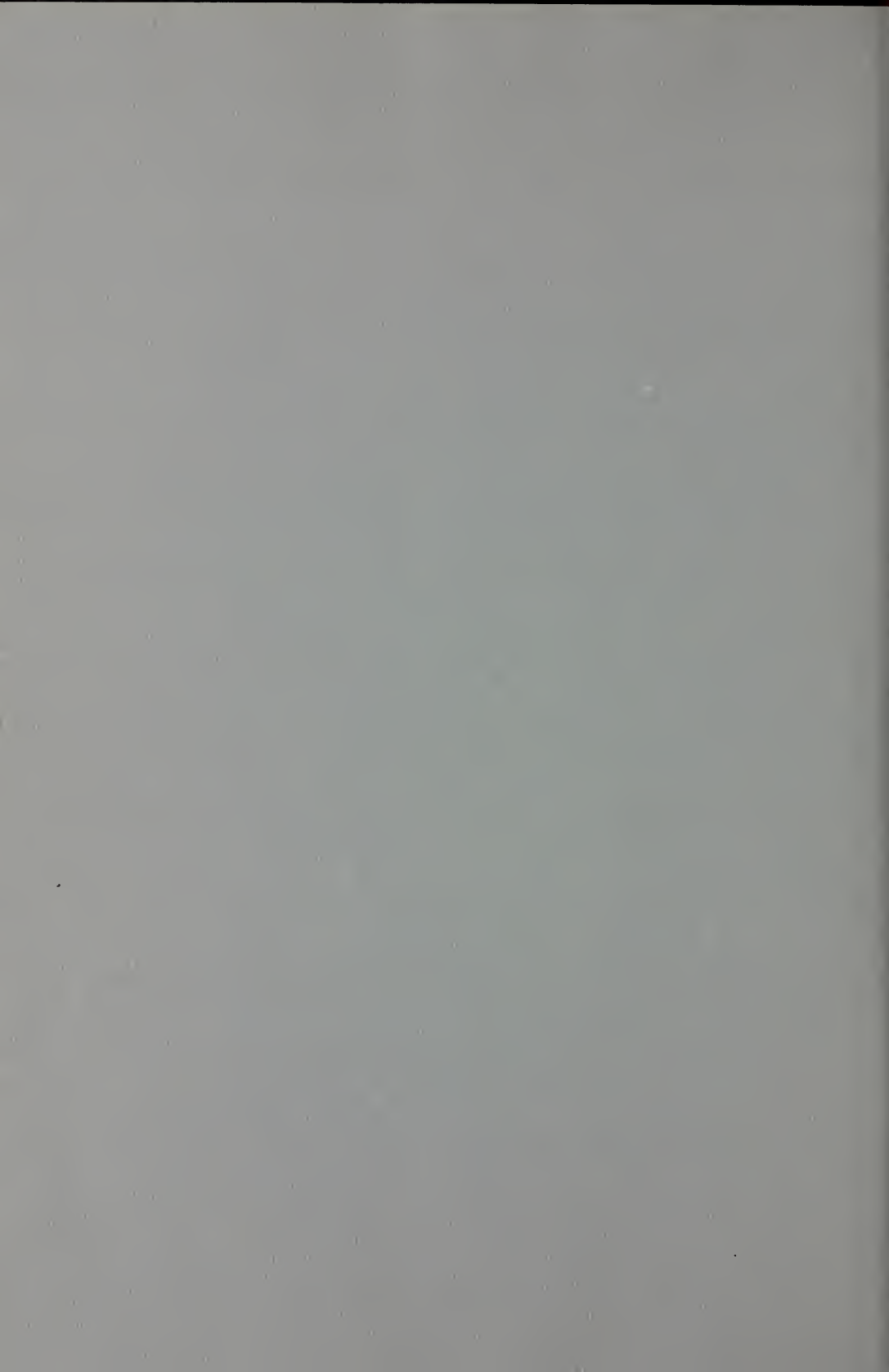
Requests for the publications listed above should be addressed to

Cornell University Announcements
Edmund Ezra Day Hall
Ithaca, New York 14850.

(The writer should include his zip code.)



**Cornell University—
New York Hospital
School of Nursing**



Cornell University

**Cornell University—
New York Hospital
School of Nursing
1320 York Avenue
New York, New York 10021
1974–1975**

Cornell University Announcements

Volume 66 of the Cornell University Announcements consists of twenty-two catalogs, of which this is number 12, dated July 26, 1974. Publication dates: twenty-two times a year (four times in August; three times in January and March; twice in June, July, September, and November; once in April, May, October, and December). Publisher: Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14850. Second-class postage paid at Ithaca, New York.

1974-1975

Academic Calendar

Orientation, entering class, begins 1:00 p.m.	Wednesday, August 28
Orientation, entering class, ends 12 noon	Friday, August 30
Registration, 1-4 p.m.	Friday, August 30
Labor Day holiday	Monday, September 2
Fall term instruction begins, all classes 8:00 a.m.	Tuesday, September 3
School holiday	Monday, October 14
Midsemester grades due, 5:00 p.m. (Class of 1975)	Friday, October 25
Progress grades due, 5:00 p.m. (Class of 1976)	Friday, November 15
Instruction suspended, 1:00 p.m.	Wednesday, November 27
Thanksgiving recess	
Instruction resumed, 7:30 a.m.	Monday, December 2
Fall term instruction ends, 5:00 p.m.	Monday, December 16
Study period	Tuesday, December 17
Final examinations and clinical evaluation begin, 9:00 a.m.	Wednesday, December 18
Final examinations and clinical evaluation end, 5:00 p.m.	Friday, December 20
Christmas recess and intersession	
Registration, new and rejoining students	Thursday, January 30
Registration, continuing students	Friday, January 31
Spring term instruction, all classes, begins 8:00 a.m.	Monday, February 3
Spring recess	Saturday, March 22
Instruction resumed, 7:30 a.m.	Monday, March 31
Midsemester grades due, 5:00 p.m.	Wednesday, April 2

Spring term instruction ends, 5:00 p.m. (Class of 1975)	Thursday, May 15
Spring term instruction ends, 5:00 p.m. (Class of 1976)	Friday, May 16
Final examinations and clinical evaluation begin, 9:00 a.m.	Monday, May 19
Final examinations and clinical evaluation end, 5:00 p.m.	Friday, May 23
Memorial Day holiday	Monday, May 26
Convocation and Commencement	Wednesday, May 28

The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.

In enacting this calendar, the University Senate has scheduled classes on religious holidays. It is the intent of Senate legislation that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.



Announcements

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THE NEW YORK HOSPITAL

RESIDENCE

CU-NYH

SCHOOL OF NURSING

1320



Cornell University–New York Hospital School of Nursing

History of the School

The Cornell University–New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing. One of the earliest nursing schools in the country, the School is part of the New York Hospital–Cornell Medical Center, which includes also the Cornell University Medical College and the various buildings of The New York Hospital extending from Sixty-eighth to Seventy-first Streets on the East River.

The Center is a joint undertaking of The Society of the New York Hospital and Cornell University, and is committed to a fourfold purpose including: (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and (4) the promotion of public health through the development of preventive medicine.

The New York Hospital is the second-oldest voluntary hospital in this country—its royal charter having been granted in 1771 in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled. On early maps the location was designated simply as "the Hospital."

Cornell University, with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted much thought to the good that might be done by giving his

wealth to education. A second circumstance was the fact that the state of New York had received a substantial land grant, under the Morrill Act of 1862, for the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864–65, a young senator named Andrew D. White, later to become the first president of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients. In 1799 Dr. Valentine Seamen, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When, in 1873, the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of The Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the Medical Center was opened in 1932.

The health needs of the community and country have been the guiding force in the development of the School, which has modi-

fied its program to keep pace with these needs. Today, the work of the professional nurse requires much more self-direction and leadership ability than in the past, and, in recognition of this, the University program was established in 1942. Since 1946, all students admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

The Division of Continuing Education was organized as an educational unit of the School of Nursing in 1971. Although it is a nondegree-granting division of the School, it has the same status within the structure as the organizational unit for undergraduate programs leading to a degree.

The Cornell University–New York Hospital School of Nursing Alumni Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumni Association became a part of the Cornell University Alumni Association.

Accreditation

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

The School is registered by the State Education Department, Division of Professional Education of the University of the State of New York.

The Undergraduate Program

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

Philosophy

Education is a process that helps individuals to develop their potential so that they may function productively within existing and changing social systems. This is a dynamic process involving the active participation of the student and the teacher. The school provides the environment in which students can test their abilities and evaluate their progress.

The major purposes of the general education courses preceding the nursing major are:

to instill knowledge, to cultivate intellectual skills, and to nurture the traits of personality and character basic to a reasoned and responsible life. Because of the foundation provided by these courses, it is anticipated that students will be prepared to better understand themselves, their social and physical environment, and the role of the professional nurse in society.

Professional nurses assume responsibility for maintaining optimum standards for the planning, evaluation, and the delivery of nursing care in a variety of settings. They also function as members of the interdisciplinary health team in the planning, evaluation, and delivery of health care. They recognize the need to speak on both community and professional issues which are within their field of competence or interest and to assist in promoting public involvement in health by defining and clarifying health issues. As professional people they recognize the need to continue to develop personal and professional competence through the formal and informal educational structures which are best suited to their needs and abilities.

Objectives

Upon completion of the program, the graduate functions as a beginning-level professional nurse practitioner in a variety of settings.

The graduate will: (1) use the intellectual skills of observation, assessment, planning, and evaluation to establish and implement nursing goals; (2) understand how man functions in relationship to himself and others in health and sickness; (3) apply principles of leadership in directing nursing care of patients; (4) function as a colleague with members of an interdisciplinary team; (5) possess a foundation for continuing professional development in nursing; (6) maintain the standards of nursing services through constant assessment of existing practices and through participation in professional and community organizations; and (7) recognize the structures of a variety of health care systems and the effect which the structure has on the nature of nursing practice.

The Nursing Major

The nursing major, consisting of four semesters of full-time study, is offered in two programs identified as Program I and Program II. Both programs are based upon the philosophy that general education courses provide the foundation for the professional courses of the nursing major. In keeping with this philosophy, course requirements in the humanities, social sciences, and natural sciences have been



identified as prerequisites for both programs. Sixty general education credits are required for admission to Program I. In addition to presenting the required prerequisites for the nursing major, students who enroll in Program II are required to hold a baccalaureate degree in another discipline before admission to the professional program. Both programs lead to the degree of Bachelor of Science in Nursing.

The programs are planned so that the student moves from less-complex situations in the care of individuals and families, to those situations which test ability to provide leadership in the delivery of health services. Initially attention is focused on the acquisition of nursing skills and the role of the professional nurse in the care of adult patients.

In the courses of the second and third semesters, the student studies the patient in the hospital, the home, and the community. The content of one semester deals with the family in which childbearing women, their children, and their family, provide the focus for the learning experiences. The content and experiences offered in the alternate semester, provide the student with the opportunity to explore the needs of patients and families who are facing problems of short- and long-term physical and emotional illnesses. Study of the effect of the environment upon health and disease is correlated with the content of this semester.

In the final semester the student cares for patients with multiple nursing needs including more complex medical-surgical problems. The student learns the principles of leadership and has the opportunity to apply them in the clinical setting.

Courses in the biological and social sciences are offered concurrently with the nursing courses. Pharmacology, nutrition, and diet therapy are included in the nursing courses of the curriculum.

Each student entering the school is expected to complete the entire program for which he or she is enrolled. To meet the objectives of the program, students will have clinical experiences in a variety of hospital and community settings. In order to be eligible for the degree from Cornell, the last year must be spent in full-time study in one of these programs. The faculty reserves the right to make changes in the curriculum which it believes are in keeping with the changing needs of society or the best interests of the student and the school.

Plan of Program I

Detailed descriptions of the courses listed below may be found beginning on p. 23.

<i>Third Year</i>	
<i>Fall semester</i>	<i>Hours</i>
Nursing 153-156	10
Nursing 160	1
Biological Science 130	4
Social Science 109	2
	<hr/>
	17
<i>Spring semester</i>	
Nursing 155	11
Social Science 110	2
Biological Science 132	3
	<hr/>
	16
<i>Fourth Year</i>	
<i>Fall semester</i>	
Nursing 154	10
Public Health 246	2
Biological Science 131	3
	<hr/>
	15
<i>Spring semester</i>	
Nursing 250	12
Social Science 108	3
Social Science 207	2
	<hr/>
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Plan of Program II

Detailed descriptions of the courses listed below may be found beginning on p. 23.

<i>First Year</i>	
<i>Fall semester</i>	<i>Hours</i>
Nursing 153-156	10
Nursing 160	1
Biological Science 133	3
Social Science 109	2
	<hr/>
	16
<i>Spring semester</i>	
Nursing 157	10
Social Science 110	2
Biological Science 134	3
	<hr/>
	15
<i>Second Year</i>	
<i>Fall semester</i>	
Nursing 256	10
Biological Science 136	3
	<hr/>
	13
<i>Spring semester</i>	
Nursing 257	12
Social Science 108	3
Social Science 207	2
	<hr/>
	17

Admission

General Requirements

The number of qualified applicants exceeds the number of students that can be admitted to the two programs of the nursing major each year. Applicants selected will be those who, in competition with others seeking admission at the same time, have demonstrated by their qualifications that they are well fitted for the nursing profession.

Evaluation of the candidate's ability to profit from the instruction at the School of Nursing is based on secondary school and college records, the recommendations of school authorities, and the results of standardized achievement tests; evidence of the candidate's ability to make effective use of free time, and capacity for leadership and concern for others, is given due consideration. Evaluations are also made on the basis of extracurricular activities, references, and an interview. Interviews are granted only to those applicants meeting certain minimum admission standards. A final disposition on a student's application cannot be made unless the student attends a personal interview at the School of Nursing. An extensive medical report is required because of the nature of the professional program.

Students already enrolled in the nursing major of another college or university may request the evaluation of their college records for possible transfer to the School at Cornell.

It is the policy of Cornell University actively to support equality of educational opportunity. No student shall be denied admission to the University or be discriminated against otherwise because of race, color, creed, religion, national origin, or sex.

Specific Requirements for Program I

Students who have completed a minimum of sixty semester hours in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools may apply for transfer to Program I of the nursing major. Applicants to this Program are required to take the NLN Pre-Nursing and Guidance Examination.

The following distribution of courses is to be used as a guideline in planning a program for the first two years of college. Records will be reviewed on an individual basis and adjustments made.

Communications, 6 credits: composition, public speaking, or speech.

Humanities, 20–30 credits: art, language, literature, music, philosophy, religion. No credit will be granted for studio humanities courses, such as painting, ceramics, voice, etc.

Natural science and mathematics, 12 credits: general biology (4 credits) and general chemistry (4 credits) are required. Those applicants who did not take biology or chemistry in high school are required to take a year of that particular science in college. Based on individual evaluation, other college science and mathematics may be accepted in place of additional credits in biology and chemistry. Transfer credit will not be granted for science courses with an ecological or social science approach.

Social science and history, 12–22 credits: sociology (3 credits required), psychology (3 credits required), political science, anthropology, economics.

Specific Requirements for Program II

Persons who hold or are to be awarded a baccalaureate degree by an accredited senior college or university may be considered for admission to this Program of the nursing major. Applicants will be required to take the Graduate Record Examination.

The following distribution of courses is required for admission to Program II.

Humanities, 10 credits.

Social science, 10 credits.

Natural science, 8 credits. Although records are reviewed on an individual basis, general biology (4 credits) and general chemistry (4 credits) are considered essential prerequisites. Those applicants who did not take biology or chemistry in high school are required to take a year of that particular science in college. Transfer credit will not be granted for science courses with an ecological or social science approach.

Applications

Prospective students should write the Office of Admissions, Cornell University–New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021, for forms to be used in making application for admission.

Important Dates

The following information and dates apply for applicants to both programs of the nursing major. Requests for applications may be made any time after May 1, 1974, for admission in September 1975.

Admissions applications are due by October 1, 1974, for early review and by January 1, 1975, for regular review. Applications will be released and accepted after January 1, if places remain to be filled.

Early review decisions are announced by January 1. Though all applicants who have

completed their applications by October 1 will be interviewed in the fall, only those meeting the criteria for early review will receive their admissions decision by January 1. In addition those applicants who do not qualify for the program will be notified once their application has been reviewed. Decisions made by regular review are announced in March and April. Applications submitted after January 1 will be acted upon as they are completed.

Each applicant accepted by regular review must advise the School of his or her decision regarding admission within two weeks of acceptance. Upon acceptance, early review applicants will be advised of the date their decision is due.

The Financial Assistance Application must be filed by February 1. Decisions are announced May 1. Offers must be accepted within three weeks of receipt.

Visits to the School

Members of the staff are available to meet with prospective applicants to discuss the School's admission requirements, application procedures, and the appropriateness of the applicant's general education in satisfying the requirements for admission. Although appointments for these visits are not required, prospective applicants are urged to call the Admissions Office before visiting the School.

An informational visit does not take the place of the required interview which is scheduled after application materials have been submitted and reviewed.

Grades and Academic Standing

The Academic Standards Committee, composed of faculty representing the two nursing programs and the dean or her representative, meets at least two times each year to review the academic records of students in the School. The Committee is responsible for reviewing the records of students whose suitability for nursing is in question, whose cumulative average does not meet minimal standards for promotion, whose cumulative average has dropped seriously since the previous semester, or students whose performance in the major nursing course is below the acceptable level of achievement.

The Committee recommends to the faculty the promotion of all students and the candidates for the degree of Bachelor of Science in Nursing. The Committee acts on the records of those students who qualify for the Dean's List and those who are to be considered for graduation with distinction.

The grading system is based on a 4.0 scale as follows: 4.0–3.5 (100–90% = A) excellent

to very good; 3.4–2.5 (89–80% = B) good; 2.4–1.5 (79–70% = C) satisfactory to marginal; 1.4–0.5 (69–60% = D) below acceptable level; 0.4–0.0 (Below 60% = F) failing.

S and U Grades: Final grades of S (satisfactory) and U (unsatisfactory) may also be given in certain courses and for all clinical laboratory courses. A grade of S is equivalent to 1.5 or higher; a grade of U is equivalent to 1.4 or lower. The specified course credit will be given for grades of S; no credit will be given for grades of U. S and U grades are not used in computing grade point averages.

Incomplete Grades: An incomplete (INC) is a temporary grade. It is given only when students are unable to complete all the requirements for a course because of illness and/or prolonged absence due to circumstances beyond their control.

Students who receive an incomplete in a course, unless it is a prerequisite course, are required to complete the course work within one year after the grade is recorded or the grade will be changed to a U. If the incomplete is in a course that is prerequisite to another course, the student must complete the required work before registering for the subsequent course.

Notice of Grades: Grades are issued directly to the students at the end of each semester. Parents and guardians may be notified when a student is placed on academic warning and/or asked to withdraw from the School.

Academic Standing

In order to be in good standing for a semester, a student must: (1) attain a grade of 2.0 or better in nursing theory, 1.5 or better in related courses, and S in clinical laboratory courses; and (2) have a minimal cumulative average (M.C.A.) for the semester as follows: first semester, 1.6; second semester, 1.76; third semester, 1.82; and fourth semester, 1.83.

Students whose grades or averages fall below these levels at midsemester and/or end of semester will be placed on academic warning by the Office of the Dean. A student may remain on academic warning for only one semester. If the conditions of the warning have not been removed by the end of the next semester, the student will be required to withdraw from the School of Nursing.

Dean's List

Effective with the Class of 1976, students who attain a semester average of 3.50 without any D or U grades and have completed all of the required course work by the end of the semester are eligible for the Dean's List. The Dean's List will be posted by the Office of Records.



Dismissal

The faculty of the School of Nursing reserves the privilege of retaining only those students who in their judgment demonstrate satisfactory progress towards the degree, meeting the requirements of scholarship, mental and physical health, and personal attributes considered suitable for professional nursing practice. Students whose suitability for nursing is questioned may be asked to withdraw from the School.

Withdrawal

A student may withdraw from the School at any time. The designation of withdrawal in good standing will be recorded if the student's academic and personal performance is in accord with the standards of the school and the financial record has been cleared. A student who plans to withdraw must notify the Office of Records and discuss the reason for leaving with the dean.

Degree Requirements

The degree of Bachelor of Science in Nursing is conferred by Cornell University upon recommendation of the faculty of the School of Nursing. In order to qualify for the degree, the candidate must have attained the required cumulative average for the total program and have completed satisfactorily all theory and clinical laboratory courses outlined in this *Announcement* and/or required by decision of the faculty.

Bachelor of Science with Distinction

Upon recommendation of the faculty, the degree of Bachelor of Science in Nursing with distinction will be conferred upon those students who: have achieved a cumulative average of 3.50 (effective with the Class of 1976), completed all requirements for the degree, and attained a grade point average of B for college work completed prior to transferring to the School of Nursing.

Sigma Theta Tau

In 1968 the School received a charter for the Alpha Upsilon chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the Society are to recognize the achievement of scholarship of superior quality, to promote the development of leadership qualities, and to encourage creative work while fostering high professional ideals. It is hoped that the commitment of the individual to the ideals and purposes of professional nursing will be strengthened by participation in the Honor Society.

Students who have completed at least one-half of the nursing major, and have a minimum grade point average of 3.0, are considered for induction into Alpha Upsilon chapter. In addition to demonstrated superior scholastic achievement, a candidate must also give evidence of professional leadership potential.

State Registration for Graduates

Graduates of the School are urged to take the state board examination for licensure which is administered by the State Education Department of New York. Each graduate is expected to take the first examination for licensure which is administered after the student has completed the nursing program. Graduates who plan to work outside of New York State should determine whether the state has a mandatory licensure law. If so, the graduate is urged to establish a date of employment based upon the expected date of licensure. Satisfactory completion of this examination licenses the graduate of the School as a Registered Nurse (R.N.). The application for the examination is released by the Office of Records during the final semester in which the student is registered in the School.

Expenses

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, and charges for services provided by the School. The second category includes living costs and items of personal expense. To help students prepare their individual budgets an estimated budget is published. Although expenses, excluding fixed fees, vary for the individual student, the estimated budget reflects the usual expenses for single, full-time students living in University housing.

The estimated total expenses include:

<i>Item</i>	<i>Estimate</i>
Tuition	\$2050
*Housing	750
Food and maintenance	1000
Books and supplies	250
Uniforms, entering students	250
Transportation, clinical experience	150
Incidental expenses	450
**Health insurance	

* Housing: Beginning with the 1974-1975 school year, students will be housed in apartment facilities, Lasdon House. The estimated cost is based on three or four students sharing an apartment for a nine month period. Details regarding housing should be available during the April preceding the next school year.

Fees

Application Fee. (For applicants registered in a general education program.) A fee of \$20 must accompany the application for first admission.

Transfer Fee. (For applicants registered in a baccalaureate nursing program.) A fee of \$25 is charged to evaluate the record of a student already registered in a baccalaureate nursing program who wishes to apply for transfer to this School.

Reinstatement Fee. (For students previously registered in this School.) A fee of \$10 will be charged to evaluate the record of a former student seeking to reregister in this School.

Acceptance Fee. A nonrefundable deposit of \$50 is required of every student upon acceptance for admission to the University; and when the student first registers, it is used to cover matriculation costs. The deposit does not apply to the first semester's tuition and fees.

Late Registration Fee. A fee of \$5 is charged to each late registrant. First semester registration closes 5 p.m., August 30, 1974. Second semester registration closes 5 p.m., Friday, January 31, 1975.

Payment of Bills

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable at registration each semester, unless special arrangements have been made with the School. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice. Students who have questions regarding their bills or the payment of grants or loans should see the assistant to the dean, in NR 214.

Provision is made for the payment of bills during the registration period at the beginning of

** Health insurance: Each student is required to be enrolled in a health insurance plan. An associated hospital plan is available to all students in the Medical Center. Students will be exempt from enrollment in the Center plan if they give evidence of carrying comparable health insurance and sign a waiver to that effect at the time of admission and every semester thereafter while registered in the School. Students enrolled in the plan available at the Medical Center will be billed each semester. These charges will appear as a separate item on the bill and will reflect the current insurance rates. Questions concerning waivers or billing should be discussed with the assistant to the dean, NR 214.

each semester. Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student voluntarily leaves the School during the course of a semester. In this case, a proportionate amount of the grant, not to exceed one-half, is to be reimbursed.

In order for a student to remain in good standing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangements made for the future repayment of loans. Any student who registers for a semester and then withdraws before the semester bill is paid must make a satisfactory settlement of tuition and fees due before the withdrawal form can be signed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check during the registration period. The proceeds of a loan must be applied first to the balance due on School charges but may not be claimed as an exemption from the bill.

New York State scholarships and incentive awards may not be claimed as an exemption from the tuition bill since the state prepares individual checks, which are payable to the student, and sends them to the School for distribution. Checks for these awards will not be available at the time tuition and fees are due. When an extension of time for payment of part or all of the tuition and fees is granted, based on a New York State award, it is with the understanding that should the state for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

Refunds

Part of the tuition will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of ten percent a week on all charges as of the first day of the semester. No refund will be made after the midsemester.

Financial Assistance

In general, students plan to meet the cost of their education through self-help (loans and employment). To the extent that is possible, parents and spouse are expected to contribute to the cost of a student's education.

The Cornell University-New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in



CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the appropriate Confidential Statement form to the College Scholarship Service by February 1, designating Cornell University-New York Hospital School of Nursing as one of the recipients. The Confidential Statement should be obtained from the School of Nursing.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described below. These are assigned on the basis of need rather than academic rating.

Loans are available from a fund established jointly by the School and the federal government under the terms of Public Law 92-158, Nurse Training Act of 1971. No more than \$2,500 may be borrowed by a student during an academic year. The amount of loan awarded to each eligible student is dependent upon the total amount of federal funding made available to the School. To be eligible for either a grant or a loan, a student must intend to be enrolled at least half-time and demonstrate the need for financial assistance. In addition, the student must be a citizen or national of the United States, or have immigration status and personal plans to justify the conclusion that he or she intends to become a permanent resident of the United States.

Application for Financial Assistance

Entering students who will need financial assistance should return the Financial Assistance Application with their application forms by February 1. These will be forwarded to the chairman of the Financial Assistance Committee. The Confidential Statement should be filed through the College Scholarship Service by February 1, of the year the applicant anticipates admission to the School of Nursing.

Students enrolled in the School who expect to register for the next academic year and who anticipate the need for financial assistance, should make appointments to see the chairman of the Financial Assistance Committee before December 15. Students receiving financial assistance may arrange an interview with the chairman of the committee during the fall semester to review their awards. Those who may or may not be receiving financial assistance and whose family situations change during an academic year, should feel free to discuss their problems with the chairman of the committee.

Financial Assistance Administered by the School

Vivian B. Allen Scholarship Fund. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc.; income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

Allstate Foundation Grant. A grant is made available to the School each year to assist a student throughout the program.

Juliette E. Blohme Scholarship Fund. Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the class of 1922 through a gift of \$6,000, the interest on which may be used in whole or in part each year.

Fund of the Committee for Scholarships. A fund, established and maintained by a committee of women interested in the School of Nursing, to assist students who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

Cornell Women's Club of New York. In the spring of the year a scholarship is made available by this Club for the ensuing school year. It is awarded either to an entering student or a student enrolled in the School.

Davison/Foreman Foundation Grant. Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

Samuel J. Moritz Scholarship Fund. Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

Helena Rubinstein Foundation, Inc. Grant. Grants from this Foundation are made available to the School and administered to students who have demonstrated need for financial assistance.

The Switzer Foundation Grant. A grant of \$1,500 is made available to the School each year. This grant is intended to assist students who are American citizens living within fifty miles of New York City and who have financial need.

Tudor Foundation Student Loan Fund. A loan Fund established by the Foundation and administered by the School to assist students in need of aid who hold scholarships or grants to defray the cost of tuition and who need

further financial assistance to enable them to attend the School. Loans from the Fund are not to exceed \$1,000 to any one student in any one school year.

Women's Florist Association, Inc., Scholarship.

Under a scholarship plan established in 1949 by the Women's Florist Association, Inc., a nursing student who has satisfactorily completed one year of the nursing major is eligible for a scholarship not to exceed the sum of \$200. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

The Christian C. Yegen Scholarship Fund.

Established in the spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University-New York Hospital School of Nursing.

Financial Assistance Administered by Outside Sources

New York State Regents Scholarships, Grants, and Loans

The following scholarships are available for residents of New York State. Applicants should apply through their high school principal while they are still students in high school.

For more information on any of these, write to the State Education Department, State University of New York, Albany, New York 12224 requesting the leaflet *Opening the Door to College Study through the New York State Regents Scholarship Examination*.

Regents Scholarships for Basic Professional Education in Nursing. Amount, \$200-\$500 a year depending upon financial need; applicable only to the period in the School of Nursing.

Regents College Scholarships. Amount, \$250-\$1,000 a year depending upon financial need for a maximum of five years; applicable to the first two years of college and to the period in the School of Nursing.

Regents Scholarships in Cornell. A tuition-reducing scholarship ranging in amount from \$100 to \$1,000 a year depending upon financial need for a maximum of four years; applicable to the first two years of college and to the period in the School of Nursing.

Regents Scholarships for Children of Deceased or Disabled Veterans. Amount, \$450 a year for four years; applicable to the first two years of college and to the period in the School of Nursing.

New York Higher Education Assistance Corporation sponsors a program through which

students may obtain loans from local savings banks.

Scholar Incentive Program. Grants of \$100-\$600 yearly, depending on need and tuition paid, with a minimum yearly grant of \$100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and to those who are presently in college and maintain satisfactory academic performance.

Armed Services

Army and Navy Nurse Corps Student Programs

Students in either of the basic nursing programs may apply for appointments in the Army Student Nurse Program six to eight weeks prior to entrance to the School, or to the Navy Nurse Corps Candidates Program prior to March 1, for fall entrance. The student must have had receipt of acceptance to Cornell University-New York Hospital School of Nursing before the applications will be considered. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for twenty-four months. If two years of support has been given, the student serves thirty-six months.

General Information

School Government

Any student entering the School is automatically a member of the student organization. The functions of this organization are to contribute to the development of the professional education of the individual student through cooperation with fellow students and faculty; to represent the individual student in matters of student-faculty concern; to encourage in the student body maturity in matters of scholarship and personal conduct; to provide an all-inclusive organization through which business pertaining to the whole body of students may be transacted; and to foster an attitude of involvement in student life and development in the nursing program.

Housing Regulations

Students attending the School of Nursing may live in University housing or select their own living facilities within the community. Applications for University housing should be available on or about each April 1. Students living a distance from the School should consider the time to be spent in commuting each day. Classes and clinical experience may be sched-



uled Monday through Saturday in a combination of hours which may begin as early as 7:30 a.m. and end at 9 p.m.

All students must keep the Office of Records informed of their correct address and telephone number. The student *Handbook* outlines the system used for distribution of official School communications to students. Each student is expected to follow the procedure to avoid delay in responding to the communications.

Recreational Facilities

Because the School believes that the education of young men and women today includes healthful social relationships, provisions have been made for the development of such relationships in the life of the student.

A social committee is responsible for a full and varied social calendar which includes such activities as dances, skating parties, coffee hours, and suppers. Other activities in which students may participate are the yearbook and singing groups. The director of student relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

Health Services

Personnel Health Service, maintained by The New York Hospital, provides health care for students enrolled in the School. This includes ambulatory medical care in the outpatient clinics and, when indicated, the admission to The New York Hospital. Students are expected to take corrective action for any health problem including dental work prior to registration in the School. Elective procedures required after admission are to be scheduled during vacation periods.

Upon registration in the School, each student has a complete physical examination including routine tests. The student's health is closely monitored by Personnel Health Service throughout the program. However, each student is expected to be self-directive in maintaining a positive health status.

Students are expected to report illnesses and/or other health problems promptly. The Office of Records is to be notified when the student will be unable to attend classes or clinical laboratory.

If in the opinion of the Personnel Health Service physician, the condition of a student's physical or emotional health makes it unwise for the student to remain in the program, the School authorities may require the student to withdraw either temporarily or permanently at any time.

Counseling Services

The School maintains active counseling services which are available to any students who need assistance, either in connection with routine matters that may come up in their work in the School or in connection with special personal problems.

The director of student relations assists students in every way possible in their educational, personal, and social adjustment, and cooperates with the faculty in helping students in these areas and directs students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

Group therapy is also made available through the office of the director of student relations to assist students whose effectiveness and adjustment are impaired by personal concerns.

Division of Continuing Education

The Division of Continuing Education is an organized educational unit of the School of Nursing under the administration of the dean.

The Division offers organized and planned presentations of appropriate educational experiences at a professional level which are university oriented and related to the needs and purposes of the employment or practice situation. The programs offered by the Division have their origins in selected areas of nursing practice. The objectives of the programs are directed toward enabling registered nurses, both in practice and returning to practice, to update and expand their knowledge and skills in circumscribed areas of clinical nursing practice.

A variety of special workshops and formalized training programs are conducted cooperatively with the Cornell University Medical College, the professional staffs of The New York Hospital-Cornell Medical Center; the Department of Health, Health Services Administration of the City of New York; the Visiting Nurse Service of New York; and other cooperating community agencies.

Information on programs being offered, applications, and fees may be obtained by writing to: Division of Continuing Education, 1320 York Avenue, Room NR 340, New York, New York 10021.

Facilities for Instruction

The facilities of The New York Hospital-Cornell Medical Center provide the setting for the major part of the educational program offered to students in both divisions of the School of

Nursing. The classroom and office facilities for the School are located at 1320 York Avenue, New York City. In addition to the usual classroom and conference room facilities there is an audiovisual laboratory and learning laboratories for the practice of basic nursing skills.

The library, in the Samuel J. Wood Library and Research Building, is shared by the students and the faculties of the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works, and monographs. The book stacks and carrels are on two floors below the main reading room. Sixteen hundred current journals are received each year; the total collection has reached more than 100,000 volumes.

The library is also equipped with a communication terminal linked to a computer to provide searches of the medical literature. The Information and Reference Department receives requests for these searches. Typing and duplicating services and, most importantly, a staff willing to help are also available.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department.

These collections, interlibrary loans, and photoduplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

All students have clinical experience on the patient units of The New York Hospital. The Hospital comprises five clinical departments—Medicine, Surgery, Lying-In Hospital, Pediatrics, and The Payne Whitney Clinic (psychiatry). Each of these units (largely self-contained) has facilities for inpatients and outpatients, and for teaching and conducting research. The Hospital has approximately eleven hundred beds and ninety clinics.

In order to meet the objectives of the program, the School of Nursing contracts with selected voluntary and governmental agencies for additional clinical experiences. It is a requirement of the program that each student participate in the care of patients in the community. Representatives of various governmental and voluntary agencies plan with the faculty for appropriate ways to contribute to the student's knowledge of the community and the organization for human services. Individuals who feel it would be difficult to travel within some parts of the New York City community and to participate fully in assigned experiences, should give thoughtful consideration to this before registering in the program of the School.



Description of Courses

Nursing Courses

All academic courses of the University are open to students of all races, religions, ethnic origins, ages, sexes, and political persuasions. No requirement, prerequisite, device, rule, or other means shall be used by any employee of the University to encourage, establish, or maintain segregation on the basis of race, religion, ethnic origin, age, sex, or political persuasion in any academic course of the University.

153-156 Introduction to the Nursing Process, Care of the Adult Patient Fall. Credit: five hours, theory; five hours, clinical laboratory. M. A. Miller and faculty.

Composed of two units. The first unit is concerned with introduction of the nursing process, and learning and practicing nursing skills basic to all nursing care. During the second unit, the nursing process is applied to the care of adult patients with representative medical-surgical health problems. Pharmacology, nutrition, and diet therapy are integrated throughout the course. The clinical area is utilized to apply concepts and skills in caring for patients with major medical-surgical health problems.

154-157 Maternal-Child Nursing Fall and spring. Credit: five hours, theory; five hours, clinical laboratory. Prerequisite: Nursing 153-156. Registration for this course is by advisement. E. W. Haas and faculty.

Emphasis is placed on the study of the health needs of childbearing women, their children, and families. Family influences, social trends, and normal development are integrated throughout the semester. The concept of nurturance for the promotion of optimum health provides the framework for nursing intervention. Experiences are provided in teaching principles of health maintenance to families in a variety of settings.

155 Nursing in Long-term Illness Spring. Prerequisite: Nursing 153. Credit: six hours, theory; five hours, clinical laboratory. B. H. Rosner and faculty.

Stresses concepts and skills of therapeutic intervention with adults who have psychosocial and physiological dysfunction. Students develop nurse-patient relationships with adults in psychiatric, rehabilitation, and home settings. Introduction to group process is included theoretically and clinically.

160 Interpersonal Processes in Nursing Fall. Credit one hour. Prerequisite: psychology, three credits; sociology, three credits. L. Schwager.

Concepts of behavior, anxiety, socialization, and grief are studied in the context of the nurse-patient relationship. Emphasis is on principles of communication and interviewing. The content is prerequisite to subsequent nursing courses.

250 Transition to Nursing Practice Spring. Credit: five hours, theory; seven hours, clinical laboratory. Prerequisites: Nursing 153, 154, 155. J. B. Dorie and faculty.

Offers the student the opportunity to care for a group of individuals with a variety of health care needs including oncological conditions. Within these groups the student will assist individuals and/or families to achieve the optimal degree of health through the development of goals that incorporate their evolving needs. The student will have the opportunity to apply leadership principles in the management of patient care through participation with health care workers in a variety of settings.

256 Community Health: Care of Patients with Environmentally Related Health Problems Fall. Credit: five hours, theory; five hours, clinical laboratory. Prerequisites: Nursing 156, 157. J. A. Keith and faculty.

Focus is on the prevention and control of selected community health problems; e.g., cerebral vascular accident, venereal disease, tuberculosis, mental illness, and social problems such as addiction. The modality of nursing care will be both individual (therapeutic nurse-patient relationship) and group (family) in acute psychiatric hospital settings and the community. The common denominator utilized in teaching the selected community health problems will be the epidemiological approach. Experience is also provided for students to have on-going observations and participation in the dynamics of group process.

257 Dimensions of Nursing Spring. Credit: four hours, theory; eight hours, clinical laboratory. Prerequisites: Nursing 156, 157, 256. E. K. Herrmann and faculty.

Consideration of various aspects of professional nurse practice: caring for patients with acute medical-surgical illnesses who have multiple and complex nursing needs; having responsibility for nursing care of groups of patients; and participating in the leadership activities related to nursing care. A variety of hospital and community settings will be utilized for clinical practice.

Professionally Related Courses

130 Biological Science Fall. Credit four hours. Registration is by advisement and with permission from the instructor. R. S. Rubenstein.

An introductory course designed to identify fundamental concepts of structure and function in the human organism. Selected underlying anatomical and physiological disturbances that occur in man will be correlated with the clinical nursing course 153. Biochemical principles of metabolism, electrolytes, and acid-base balance are integrated.

131-134 Biological Science Fall and spring. Credit three hours. Prerequisite: Biological Science 130 or 133. Offered concurrent to Nursing 154-157. R. S. Rubenstein.

The reproductive cycle in man will be studied. Principles of heredity, general embryology, and medical genetics will be covered. There will be a survey of the microorganisms detrimental to man, designed to acquaint the student with communicable diseases that are endemic to society. Principles of immunity will be included. The correlation between disease patterns and social climate will be identified.

132-136 Biological Science Fall and spring. Credit three hours. Prerequisite: Biological Science 130 or 133. Offered concurrent to Nursing 155 and Nursing 256. V. Stolar.

Morphological and functional study of the nervous system in man with special reference to interference of normal pathways. Neurone physiology, neuroanatomy, receptor physiology, neural pathways as a basis for integrative activity, and neuromuscular relationships are included. Degenerative processes in basic tissues will also be explored. Selected disturbances that occur in man will be correlated with clinical nursing.

133 Biological Science Fall. Credit three hours. Registration is by advisement and with permission from the instructor. V. Stolar.

An introduction to the properties and physiological processes common to all animals. Protoplasmic organization, membrane characteristics, energetics, control systems, and cell division will be covered. The cardio-vascular-pulmonary and gastrointestinal systems will be studied. Emphasis will be placed on interference of normal function, mechanisms of compensation, tissue change, and sequelae. Hormones will be surveyed to understand their control of biological processes.

140 Pharmacology Spring. Credit two hours. Prerequisites: Registration for this course is by advisement. It is open to students who have completed Nursing 153-156, 154-157 or their equivalent. A. Drakontides.

The emphasis of the course is placed on the basic principles of pharmacology. These principles are elaborated in discussions of drugs acting on the nervous system, cardiovascular drugs, chemotherapy, endocrine pharmacology, and drug interactions.

108 Introduction to Research Spring. Credit three hours. J. S. Chapman.

The student is introduced to the basic skills needed for the evaluation of research material—critical thinking about situational and written data pertinent to nursing, and recognition of appropriate use of common statistical concepts. Each student develops a scientific proposal relevant to professional nursing practice.

109 Life-span Growth and Development, Part I Fall. Credit two hours. E. Werlin.

Study of the psychophysiological and psychosocial factors that produce a range of human behavior in the life cycle from adolescent years through aging years. The focus will be on continued development, maturation, and/or decline in physical, perceptual, cognitive, moral, sexual, personality, and social functioning.

110 Life-span Growth and Development, Part II Spring. Credit two hours. E. Werlin.

Study of the psychophysiological and psychosocial factors that produce a range of human behavior in the life cycle from birth through childhood years. The focus will be on physical, sensory and perceptual, motor, cognitive and language, personality, and social development.

207 Nursing in the Social Order Spring.
Credit two hours. E. C. Lambertsen.

The structure and function of both formal and informal social organizations are considered, especially as they influence the work of the professional nurse in the delivery of health services.

246 Public Health Fall. Credit two hours.
M. P. Cunningham.

A study of community health needs and designs for meeting these needs. Programs and organizations participating in the formal and informal community health structure will be examined using an epidemiologic framework.

Spanish for Professional Workers Spring.
Credit two hours. Prerequisites: basic Spanish vocabulary and conversational ability. Faculty to be appointed.

Provision is made for a selected group of students in the first year of the nursing major to register for Spanish. The course assists the person already familiar with Spanish to develop skills in conversation as it relates to professional practice in the New York City community. There is a special charge for this course. Enrollment limited.

Independent Study Students undertake self-directed systematic study in an area of interest under the preceptorship of a faculty member. Proposals must have the approval of the Committee for Independent Study. This experience is planned for the January intersession.

Guided Study This course offers to qualified students the opportunity for guided study and course visitation under the direction of a faculty member. It permits participation in classes, seminars, conferences, library research, and selected nursing service programs. Offered within the regular term date. No credit or grade is given but a record of achievement is filed in the student record. A special fee is established after consultation with the dean's office. Request for attendance is filed in the registrar's office and referred to the dean.



Cornell University

Register

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E. Hugh Luckey, Vice President for Medical
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Paul L. McKeegan, Vice Provost
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Chief Fiscal Officer
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Affairs
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Neal R. Stamp, University Counsel and
Secretary of the Corporation

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Charles H. Dick, Vice President for Public
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Roger H. Sheldon, Vice President for Planning

The New York Hospital Administration

David D. Thompson, M.D., Director
H. Henry Bertram, Associate Director, Personnel
Services
Susan T. Carver, M.D., Associate Director,
Professional Services
Richard J. Olds, Associate Director, Engineering
and General Services
Melville A. Platt, M.D., Associate Director,
Professional Services
H. Mefford Runyon, Associate Director,
Corporate Affairs

John Watson, Associate Director, Financial
Services
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Eleanor C. Lambertsen, Ed.D., D.Sc. (Hon.),
R.N., Dean of the School of Nursing and
Professor of Nursing
Muriel R. Carbery, M.S., R.N., Associate Dean
and Professor of Nursing
Louise S. Hazeltine, M.A., R.N., Associate Dean
Nina T. Argondizzo, M.A., R.N., Assistant Dean
and Assistant Professor of Nursing
Gloria E. Wilson, M.A., R.N., Assistant Dean and
Assistant Professor of Nursing

Faculty and Staff

Administration

Eleanor C. Lambertsen, Ed.D., D.Sc. (Hon.), R.N., Dean of the School of Nursing and Professor of Nursing
 Louise S. Hazeltine, M.A., R.N., Associate Dean
 Muriel R. Carbery, M.S., R.N., Associate Dean and Professor of Nursing
 Nina T. Argondizzo, M.A., R.N., Assistant Dean and Assistant Professor of Nursing
 Gloria E. Wilson, M.A., R.N., Assistant Dean and Assistant Professor of Nursing
 Meimi Joki, A.B., Assistant to the Dean
 Edna Johnson, Director of Student Relations
 Judith A. Court, M.A., Director of Admissions

Undergraduate Faculty

Eddie Mae Barnes, B.S., R.N., Instructor in Nursing; Director of Nursing, Payne Whitney Psychiatric Clinic
 Helen M. Berg, Ed.D., R.N., Associate Professor of Nursing; Department Head of Medical Nursing
 Marie Boguslawski, M.S.N., R.N., Assistant Professor of Nursing
 Marion Peters Braxton, M.P.H., R.N., Assistant Professor of Nursing
 Muriel R. Carbery, M.S., R.N., Professor of Nursing
 Francesca Castronovo, M.A., R.N., Assistant Professor of Nursing
 Jacqueline Sue Chapman, M.S.N., R.N., Assistant Professor of Nursing
 Margaret Cotterell, M.A., R.N., Assistant Professor of Nursing
 Sister Catherine M. Cummings, M.S.N., R.N., Assistant Professor of Nursing
 Marion Phyllis Cunningham, M.S., R.N., Assistant Professor of Nursing
 Helen Demitroff, M.A., R.N., Assistant Professor of Nursing
 Alice DonDero, M.A., R.N., Assistant Professor of Nursing; Department Head of Pediatric Nursing
 Jeanne B. Dorie, M.A., R.N., Assistant Professor of Nursing
 Anna Drakontides, Ph.D., Associate Professor of Pharmacology
 Dorothy Ellison, M.A., R.N., Associate Professor of Nursing; Department Head of Operating Room Nursing
 I. Darlene Erlander, M.A., R.D., Assistant Professor of Nutrition
 Carol Fox, M.A., R.N., Instructor in Nursing
 Ann K. Galligan, M.S., R.N., Assistant Professor of Nursing
 Elenora Haas, M.S., R.N., C.N.M., Assistant Professor of Nursing
 Eleanor Krohn Herrmann, M.S., R.N., Assistant Professor of Nursing

Maryann Johnston, M.Ed., R.N., Instructor in Nursing
 Bonnie L. Jones, M.S., R.N., Assistant Professor of Nursing
 Jo Ann Keith, M.A., R.N., Assistant Professor of Nursing
 Jean Kijek, M.A., R.N., Instructor in Nursing
 Katherine A. Knight, M.Ed., R.N., Assistant Professor of Nursing
 Patricia A. Kosten, M.Ed., R.N., Assistant Professor of Nursing
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 Martha A. McNiff, M.A., R.N., Assistant Professor of Nursing
 Marjorie A. Miller, M.S., R.N., Associate Professor of Nursing
 Agnes Morgan, M.A., R.N., Assistant Professor of Nursing
 *Janet Nielson Natapoff, M.S., R.N., Assistant Professor of Nursing
 Deanna R. Pearlmutter, Ed.D., R.N., Associate Professor of Nursing
 Bernice Horner-Rosner, M.S.N., R.N., Assistant Professor of Nursing
 Reva Scharf Rubenstein, Ph.D., Associate Professor of Science
 Lois Schwager, M.A., R.N., Assistant Professor of Nursing
 Laura L. Simms, Ed.D., R.N., Associate Professor of Nursing; Department Head of Surgical Nursing
 Elizabeth D. Ivey Smith, M.A., R.N., Assistant Professor of Nursing
 Evelyn G. Sobol, M.A., R.N., Assistant Professor of Nursing
 Vera Stolar, M.S., R.N., Assistant Professor of Science
 Marie D. Strickland, M.Ed., R.N., Assistant Professor of Nursing; Department Head of Obstetric and Gynecologic Nursing
 Madeleine S. Sugimoto, M.Ed., M.A., R.N., Assistant Professor of Nursing
 Susan Tollett, M.S., R.N., Instructor in Nursing
 Edna E. Tuffley, M.A., R.N., Assistant Professor of Nursing; Department Head, Baker Pavilion Nursing Service
 Carolyn E. Wagner, M.A., R.N., Instructor in Nursing; Department Head of Outpatient Nursing
 Eloise Werlin, M.S., R.N., Assistant Professor of Nursing
 Rita Reis Wiczorek, M.A., R.N., Assistant Professor of Nursing
 Gloria E. Wilson, M.A., R.N., Assistant Professor of Nursing; Assistant Dean

* Leave of absence 1974-1975

Continuing Education Faculty

Nina T. Argondizzo, M.A., R.N., Assistant Professor of Nursing; Assistant Dean
 Eddie Mae Barnes, B.S., R.N., Instructor in Nursing; Director of Nursing, Payne Whitney Psychiatric Clinic
 Mary Bartlett, M.S., R.N., Instructor in Nursing
 Louise Battista, M.A., R.N., Instructor in Nursing
 Helen M. Berg, Ed.D., R.N., Associate Professor of Nursing; Department Head of Medical Nursing
 Mary T. Bielski, M.A., R.N., Associate Professor of Nursing
 Patricia Boos, B.S., R.N., Assistant in Instruction
 Barbara Boyce, M.A., R.N., Instructor in Nursing
 Grace E. Brown, M.A., R.N., Instructor in Nursing
 Muriel R. Carbery, M.S., R.N., Professor of Nursing; Associate Dean
 Amy Chou, M.A., R.N., Instructor in Nursing
 Elaine Crimmins, M.A., R.N., Instructor in Nursing
 Edna Danielsen, M.A., R.N., Assistant Professor of Nursing
 Virginia C. Dericks, M.A., R.N., Assistant Professor of Nursing
 Alice DonDero, M.A., R.N., Assistant Professor of Nursing; Department Head of Pediatric Nursing
 Dorothy Ellison, M.A., R.N., Associate Professor of Nursing; Department Head of Operating Room Nursing
 Susan Feldman, M.A., R.N., Instructor in Nursing
 Joanne Foster, M.A., R.N., Administrative Liaison, Assistant Director of Nursing Service
 Geraldine K. Glass, M.A., R.N., Assistant Professor of Nursing
 Alene Haas, M.A., R.N., Instructor in Nursing
 Christina L. Haas, M.A., R.N., Instructor in Nursing
 Alice Hugo, M.A., R.N., Assistant Professor of Nursing
 Patricia Jones, M.A., R.N., Instructor in Nursing
 Helen King, M.A., R.N., Instructor in Nursing
 Eleanor C. Lambertsen, Ed.D., D.Sc. (Hon.), R.N., Professor of Nursing; Dean of the School of Nursing
 Martha Leonard, M.N., R.N., Instructor in Nursing
 Emelia Luddy, M.A., R.N., Instructor in Nursing
 Margery Manly, M.A., R.N., Instructor in Nursing
 Marjorie A. Miller, M.S., R.N., Associate Professor of Nursing
 Grace Moroukian, M.A., R.N., Assistant Professor of Nursing
 Diana Newman, M.A., R.N., Instructor in Nursing
 Margaret J. O'Brien, M.A., M.P.H., R.N., Adjunct Assistant Professor
 Patricia M. O'Regan, M.A., R.N., Instructor in Nursing
 Madeline Petrillo, M.Ed., R.N., Assistant Professor of Nursing

Eva M. Reese, M.S., R.N., Adjunct Assistant Professor
 Lena J. Saffioti, M.A., R.N., Assistant Professor of Nursing
 Adele Schlosser, M.P.H., R.N., Adjunct Assistant Professor
 Doris Schwartz, M.A., R.N., Associate Professor of Nursing
 Laura L. Simms, Ed.D., R.N., Associate Professor of Nursing; Department Head of Surgical Nursing
 Marie D. Strickland, M.Ed., R.N., Assistant Professor of Nursing; Department Head of Obstetric and Gynecologic Nursing
 Carolyn E. Wagner, M.A., R.N., Instructor in Nursing; Department Head of Outpatient Nursing
 Mamie Kwoh Wang, M.A., R.N., Assistant Professor of Nursing
 Margie Warren, M.A., R.N., Assistant Professor of Nursing

Emeritus Professors

Virginia M. Dunbar, M.A., R.N., Professor Emeritus of Nursing and Dean Emeritus
 Verda F. Hickox, M.A., R.N., Professor Emeritus of Nursing
 Mary Klein, M.A., R.N., Professor Emeritus of Nursing
 Margery T. Overholser, M.A., R.N., Professor Emeritus of Nursing
 Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing
 Veronica Lyons Roehner, M.A., R.N., Professor Emeritus of Nursing
 Henderika J. Rynbergen, M.S., Professor Emeritus of Science
 Agnes Schubert, M.S., R.N., Professor Emeritus of Nursing

Class of 1975

The name of the student is followed by his or her home address. The college or university from which the student transferred is given in parentheses.

Program I

Anselmo, Jeanne, Bayside, New York (Hunter College)
 Appleton, Roselle, Englewood, New Jersey (New York University)
 Bane, Merel, New York, New York (State University at New Paltz)
 Banfield, Nancy, Van Etten, New York (State University at Geneseo)
 Berger, Barbara, Fort Lee, New Jersey (Elmira College)
 Bockeloh, Roberta, Rye, New York (Ohio Wesleyan University)

- Bonomo, Barbara, Brooklyn, New York (Wagner College)
- Braunstein, Janet, Bay Shore, New York (Newton College)
- Brodsky, Michele, New Rochelle, New York (Cornell University)
- Christensen, Janet, Maywood, New Jersey (Houghton College)
- Coleman, Mary, Bryn Mawr, Pennsylvania (Ursinus College)
- Connors, Elaine, Farmingdale, New York (Harriman College)
- Cook, Lois, Briarcliff Manor, New York (The King's College)
- Day, Carolyn, Carmel, New York (Albright College)
- DeCuir, Sydnee, Pt. Pleasant Beach, New Jersey (Rutgers)
- DeJoseph, Gloria, Jackson Heights, New York (St. John's University)
- Devlin, Patricia, Bayside, New York (Queens College)
- Diethelm, Linda, Birmingham, Alabama (Pine Manor Junior College)
- Fricke, Kathryn, Darien, Connecticut (Elmira College)
- Gavin, Patricia, Hicksville, New York (Nassau Community College)
- Gottlieb, Miriam, Middletown, New York (Ithaca College)
- Graves, Barbara, Winchester, Massachusetts (Wellesley College)
- Gulick, Leslie, Potsdam, New York (State University at Potsdam)
- Hampson, Margot, Brooklyn, New York (Immaculata College)
- Hart, Brenda, Jamaica, New York (Cornell University)
- Heidrich, George, Ann Arbor, Michigan (Eastern Michigan University)
- Hoogerhyde, Carol, North Haledon, New Jersey (William Patterson College)
- Horan, Eileen, Bronx, New York (Hunter College)
- Hubbell, Jane, Chappequa, New York (Pasadena City College)
- Jamison, Deborah, South Burlington, Vermont (University of Vermont)
- Janas, Ann Marie, Flushing, New York (Marymount College, Tarrytown)
- Kikuchi, Janice, New York, New York (Cornell University)
- Kliwer, Jody, Corvallis, Oregon (Boston University)
- Koester, Nancy, Long Island City, New York (Queens College)
- Liszauer, Susan, Montreal, Quebec (McGill University)
- Lukens, Jan, Montpelier, Vermont (Cornell University)
- Lundy, Carolyn, Purdys, New York (Marist College)
- McDermott, Monica, Queens Village, New York (Nassau Community College)
- McGuinness, Kathleen, Putnam Valley, New York (Mount St. Mary College)
- McNamara, Maureen, New York, New York (State University at Binghamton)
- Maddi, Linda, Bronx, New York (Fordham University)
- Marsland, Patricia, McLean, Virginia (Cornell University)
- Mart, Susan, Piscataway, New Jersey (Alderson-Broaddus College)
- Mullen, Mariquita, Washington, D. C. (American University)
- Naevestad, Carol, Fanwood, New Jersey (Houghton College)
- Nissley, Patricia, Highland Park, New Jersey (Douglass College)
- Novendstern, Gina, New York, New York (New York University)
- Patrone, Lucille, Brooklyn, New York (St. Francis College)
- Penny, Sharon, Valley Stream, New York (Hofstra University)
- Pfeifer, Carmel, Brooklyn, New York (Fordham University)
- Presutti, Michael, Belmont, New York (Cornell University)
- Riedesel, Christine, Akron, New York (State University at Buffalo)
- Rosenkrantz, Melinda, Livingston, New Jersey (Douglass College)
- St. John, Elizabeth, Babylon, New York (Cornell University)
- Schlachter, Joanne, Jackson Heights, New York (State University at Albany)
- Schreier, Audrey, Spring Valley, New York (Rockland Community College)
- Sherard, Lynn, Oakdale, New York (Elmira College)
- Skarie, Elizabeth, Spencer, West Virginia (University of Minneapolis)
- Smith, Pamela, Fair Lawn, New Jersey (Houghton College)
- Smith, Susan, Darien, Connecticut (Connecticut College)
- Steiner, Linda, Glendale, New York (Fordham University)
- Strohl, Roberta, Passaic, New Jersey (Fairleigh Dickinson University)
- Terpstra, Myrna, Newton, Iowa (Calvin College)
- Uzenoff, Barbara, Clark's Summit, Pennsylvania (Keystone Junior College)

Wisniewski, Clare, Bronx, New York (Fordham University)

Program II

Askenasy, Joan, New York, New York (Brandeis University)

Benson, Carolyn, Santa Barbara, California (George Washington University)

Bernsley, Lenore, Garden City, New York (Boston University)

Brett, Susan, Forest Hills, New York (Cornell University)

Brown, Katherine, Stamford, Connecticut (Connecticut College)

Burns, Elizabeth, Villanova, Pennsylvania (Smith College)

Christensen, Kathleen, Pittsburgh, Pennsylvania (George Washington University)

Cinnamon, Carol, New York, New York (Yeshiva University)

Clucas, Aileen, Menlo Park, California (San Francisco City College)

Codington, Julia, Clinton, South Carolina (Agnes Scott College)

Conway, Linda, Pittsburgh, Pennsylvania (George Washington University)

Curry, Mary, Hillsdale, New Jersey (Trinity College)

Dorman, Priscilla, Pittsfield, Massachusetts (Smith College)

Edell, Sara, New York, New York (City College)

Ether, Elise, Saratoga, New York (Houghton College)

Funk, Marjorie, Bristol, Connecticut (Wheaton College)

Gauque, Margaret, Newburgh, New York (Syracuse University)

Goldman, Shelley, Jamaica, New York (State University at Stony Brook)

Guzman, Lani, New York, New York (Brown University)

Heidrich, Susan, Ann Arbor, Michigan (Eastern Michigan University)

Humphreys, Paget, Grosse Pointe, Michigan (Goucher College)

Klapper, Jonni, Far Rockaway, New York (Cornell University)

Langan, Rebecca, Leawood, Kansas (University of Kansas)

Leach, Laurel, Melrose, Massachusetts (Tufts University)

Loneragan, Kathleen, W. Roxbury, Massachusetts (Tufts University)

Mazlen, Anne, New York, New York (City University of New York)

Mongan, Kathleen, Manchester, New Hampshire (Boston College)

Needy, Carolyn, Fishkill, New York (Middlebury College)

Neleber, Robin, Manchester, Connecticut (Mt. Holyoke College)

Obedzinski, Marilyn, Syracuse, New York (Mt. Holyoke College)

Oken, Stephanie, Palisades Park, New Jersey (George Washington University)

Orlic, Susan, New York, New York (Brown University)

Orlinoff, Sheila, Akron, Ohio (Case Western Reserve University)

Pittman, Barbara, New York, New York (City College)

Raikes, Mary Jo, Ashland, Nebraska (Grinnell College)

Robinovitz, Elaine, Bayside, New York (Queens College)

Rogers, Lydia, Melrose, Massachusetts (University of Wisconsin)

Sanderson, Vickie, Bronx, New York (Hunter College)

Sauda, Jean, Syracuse, New York (University of Michigan)

Senie, Ruby, Dalton, Massachusetts (Queens College)

Shaffer, Ava, Rockville, New York (Cornell University)

Stilson, Sarah, New Haven, Connecticut (Wellesley College)

Stone, Dorothy, New York, New York (Columbia University)

Stryker, Jane, San Antonio, Texas (University of Illinois)

Troy, Janet, Brooklyn, New York (Fordham University)

Valjaots, Linda, Huntington Station, New York (State University at Binghamton)

Walsh, Nancy, Drexel Hill, Pennsylvania (Fordham University)

Wexler, Karen, Lexington, Massachusetts (Northwestern University)

Wiltse, Margaret, Cincinnati, Ohio (Bryn Mawr College)

Winston, Carmen, New York, New York (Clarion State College)

Woltersdorf, Nora, New York, New York (Hunter College)

Wyman, Susan, New York, New York (New York University)



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Further Information and Application Undergraduate Program

It is important that persons interested in pursuing one of the programs at the School of Nursing make plans well in advance so that their college programs may be arranged to provide the necessary background.

To receive assistance in such planning, an interested student should fill out the form on this page and send it to

Admissions
Cornell University—New York Hospital School of
Nursing
1320 York Avenue
New York, New York 10021.

(The writer should include a zip code.)

Request Form

☐ I wish to receive further information. Please place my name on your mailing list.

☐ I wish to apply for admission in September, _____
year

Please send me an application blank for

☐ Program I (after two years of college)

☐ Program II (after four years of college)

name

street address

city state zip

date of birth

name of high school

address

date high school diploma received

name of college

address

dates of college attendance

List of Announcements

Following is a list of *Announcements* published by Cornell University to provide information on programs, faculty, facilities, curricula, and courses of the various academic units.

Agriculture and Life Sciences at Cornell
New York State College of Agriculture and
Life Sciences: Courses
College of Architecture, Art, and Planning
College of Arts and Sciences
Department of Asian Studies
Graduate School of Business and Public
Administration
Field of Education (Graduate)
College of Engineering
Engineering at Cornell
Graduate Study in Engineering and Applied
Sciences
General Information*
Graduate School
Graduate School: Course Descriptions
School of Hotel Administration
New York State College of Human Ecology
New York State School of Industrial and Labor
Relations
Law School
Medical College (New York City)
Graduate School of Medical Sciences
(New York City)
Cornell University—New York Hospital
School of Nursing (New York City)
Graduate School of Nutrition
Officer Education (ROTC)
Summer Session
New York State Veterinary College

* The *Announcement of General Information* is designed to give prospective students pertinent information about all aspects and academic units of the University.

Requests for the publications listed above should be addressed to

Cornell University Announcements
Edmund Ezra Day Hall
Ithaca, New York 14850.

(The writer should include a zip code.)

CORNELL UNIVERSITY-NEW YORK HOSPITAL SCHOOL OF NURSING

SUBJECT: Admission Requirements to the Nursing Program
for the Class of 1977.

All students entering the generic nursing program in September 1975 will be required to have a baccalaureate degree in another discipline, from a college or university accredited by one of the regional associations of colleges and secondary schools.

Applicants must meet the admission requirements for Program II as stated in the 1974-1975 School Announcement.

Eleanor C. Lambertsen, Dean

May, 1974

ECL:gm

THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS
JANUARY 1, 1900

TO THE PRESIDENT OF THE UNIVERSITY OF CHICAGO
FROM THE FACULTY OF THE UNIVERSITY OF CHICAGO
The Faculty of the University of Chicago, in a meeting held on the 27th day of December, 1899, have adopted the following resolution:

Resolved, That the Faculty of the University of Chicago, in a meeting held on the 27th day of December, 1899, have adopted the following resolution:

THE UNIVERSITY OF CHICAGO

CHICAGO, ILLINOIS

1900



I WOULD
FOUND A
INSTITUTE
WHERE



**Cornell University—
New York Hospital
School of Nursing**



Cornell University

**Cornell University—
New York Hospital
School of Nursing
515 East 71 Street
New York, New York 10021
1975–76**

Cornell University Announcements

Volume 67 of the Cornell University Announcements consists of twenty-two catalogs, of which this is number 8 dated May 12, 1975. Publication dates: twenty-two times a year (four times in August; three times in January and March; twice in June, July, September, and November; once in April, May, October, and December). Publisher: Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14853. Second-class postage paid at Ithaca, New York.

Academic Calendar

1975-1976

Orientation, Class of 1977, begins 1:00 p.m.	Wednesday, August 27
Orientation, Class of 1977, ends 1:00 p.m.	Friday, August 29
Registration	Friday, August 29
Labor Day holiday	Monday, September 1
Fall term instruction begins, all classes 8:00 a.m.	Tuesday, September 2
School holiday	Monday, October 13
Midsemester grades due, 5:00 p.m. (Class of 1976)	Friday, October 24
Progress grades due, 5:00 p.m. (Class of 1977)	Friday, November 14
Instruction suspended, 1:00 p.m.	Wednesday, November 26
Thanksgiving recess	
Instruction resumed, 7:30 a.m.	Monday, December 1
Fall term instruction ends, 5:00 p.m.	Friday, December 12
Study period	
Final examinations and clinical evaluation begin, 9:00 a.m.	Tuesday, December 16
Final examinations and clinical evaluation end, 5:00 p.m.	Friday, December 19
Christmas recess and intersession	
Registration, new and rejoining students	Thursday, January 29
Registration, continuing students	Friday, January 30
Spring term instruction, all classes, begins 8:00 a.m.	Monday, February 2

Spring recess	Saturday, March 20
Instruction resumed, 7:30 a.m.	Monday, March 29
Midsemester grades due, 5:00 p.m.	Wednesday, March 31
Spring term instruction ends, 5:00 p.m.	Friday, May 14
Final examinations and clinical evaluation begin, 1:00 p.m.	Monday, May 17
Final examinations and clinical evaluation end, 5:00 p.m.	Thursday, May 20
Convocation and Commencement	Wednesday, May 26

The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.

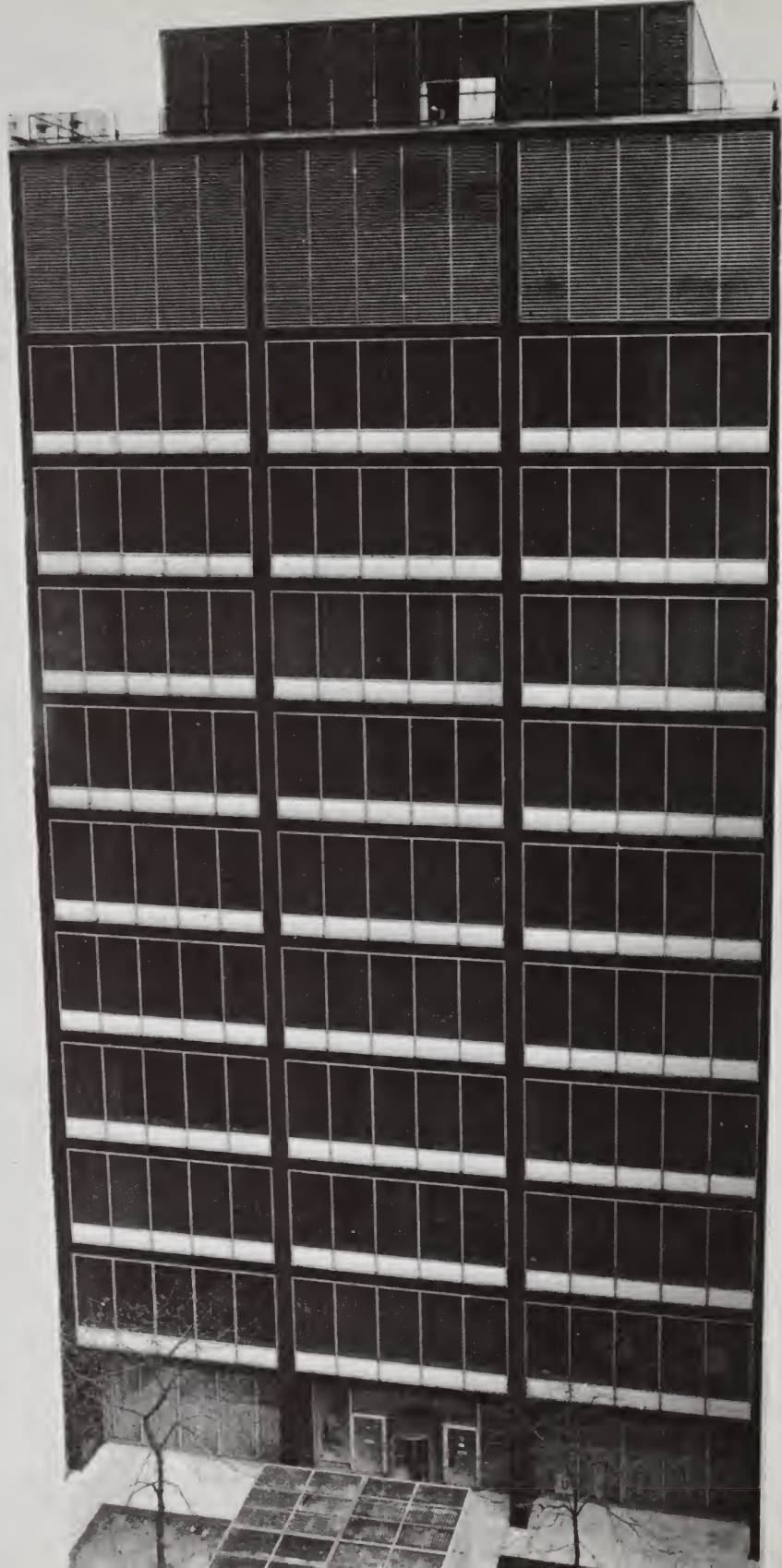
In enacting this calendar, the University Senate has scheduled classes on religious holidays. It is the intent of Senate legislation that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.



Announcements

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Cornell University–New York Hospital School of Nursing

History of the School

The Cornell University–New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing. One of the earliest nursing schools in the country, the School is part of The New York Hospital–Cornell Medical Center, which includes also the Cornell University Medical College and the various buildings of The New York Hospital extending from Sixty-eighth to Seventy-first Streets on the East River.

The Center is a joint undertaking of the Society of the New York Hospital and Cornell University, and is committed to a fourfold purpose including: (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and (4) the promotion of public health through the development of preventive medicine.

The New York Hospital is the second-oldest voluntary hospital in this country—its royal charter having been granted in 1771 in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled. On early maps the location was designated simply as "the Hospital."

Cornell University, with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted much thought to the good that might be done by giving his

wealth to education. A second circumstance was the fact that the state of New York had received a substantial land grant, under the Morrill Act of 1862, for the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864–65, a young senator named Andrew D. White, later to become the first president of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients. In 1799 Dr. Valentine Seamen, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When, in 1873, the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of the Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the Medical Center was opened in 1932.

Since 1946 all students admitted to the Undergraduate Division have been candidates for the degree of Bachelor of Science in Nursing.

8 Undergraduate Program

In 1968, noting a shift in the educational background of individuals seeking admission to the School, a separate program for college graduates was started. Beginning in the fall of 1975 all students admitted to the School who are not registered nurses will have the minimum of a Bachelor's degree in another discipline.

In the fall of 1974, a small group of registered nurses from the staff of The New York Hospital were admitted to the upper division major to study for the degree of Bachelor of Science in Nursing.

The Division of Continuing Education was organized as an educational unit of the School of Nursing in 1971. Although it is a nondegree-granting division of the School, it has the same status within the structure as the organizational unit for undergraduate programs leading to a degree.

The Cornell University-New York Hospital School of Nursing Alumni Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumni Association became a part of the Cornell University Alumni Association.

Accreditation

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

The School is registered by the State Education Department, Division of Professional Education of the University of the State of New York. Cornell University is accredited by the Middle States Regional Accreditation Association.

Undergraduate Program

The Curricula

The School of Nursing offers an undergraduate program for college graduates and registered nurses leading to the degree of Bachelor of Science in Nursing.

Goals of the University

The University's basic objective is to produce men and women of intellect and to equip them to use their abilities wisely. Cornell is not solely a place for memorizing data or mastering

a vocation. It is, instead, a route to intellectual maturity, a means for developing the ideas, insights, and values which form a permanent capacity for intellectual thought and action. Cornell students are prepared to use knowledge well for themselves and society. The diversity of Cornell contributes breadth and perspective to strong and specialized programs of study.

Philosophy of the School of Nursing

Education

Education is a process that helps individuals to develop their potential so that they may function productively within existing and changing social systems. This is a dynamic process involving the active participation of students and teachers. The school provides the environment in which students can test their abilities and evaluate their progress.

The major purposes of the general education courses preceding the nursing major are: to instill knowledge; to cultivate intellectual skills; and to nurture the traits of personality and character basic to a reasoned and responsible life. Because of the foundation provided by these courses, it is anticipated that students will be prepared to better understand themselves, their social and physical environment, and the role of the professional nurse in society.

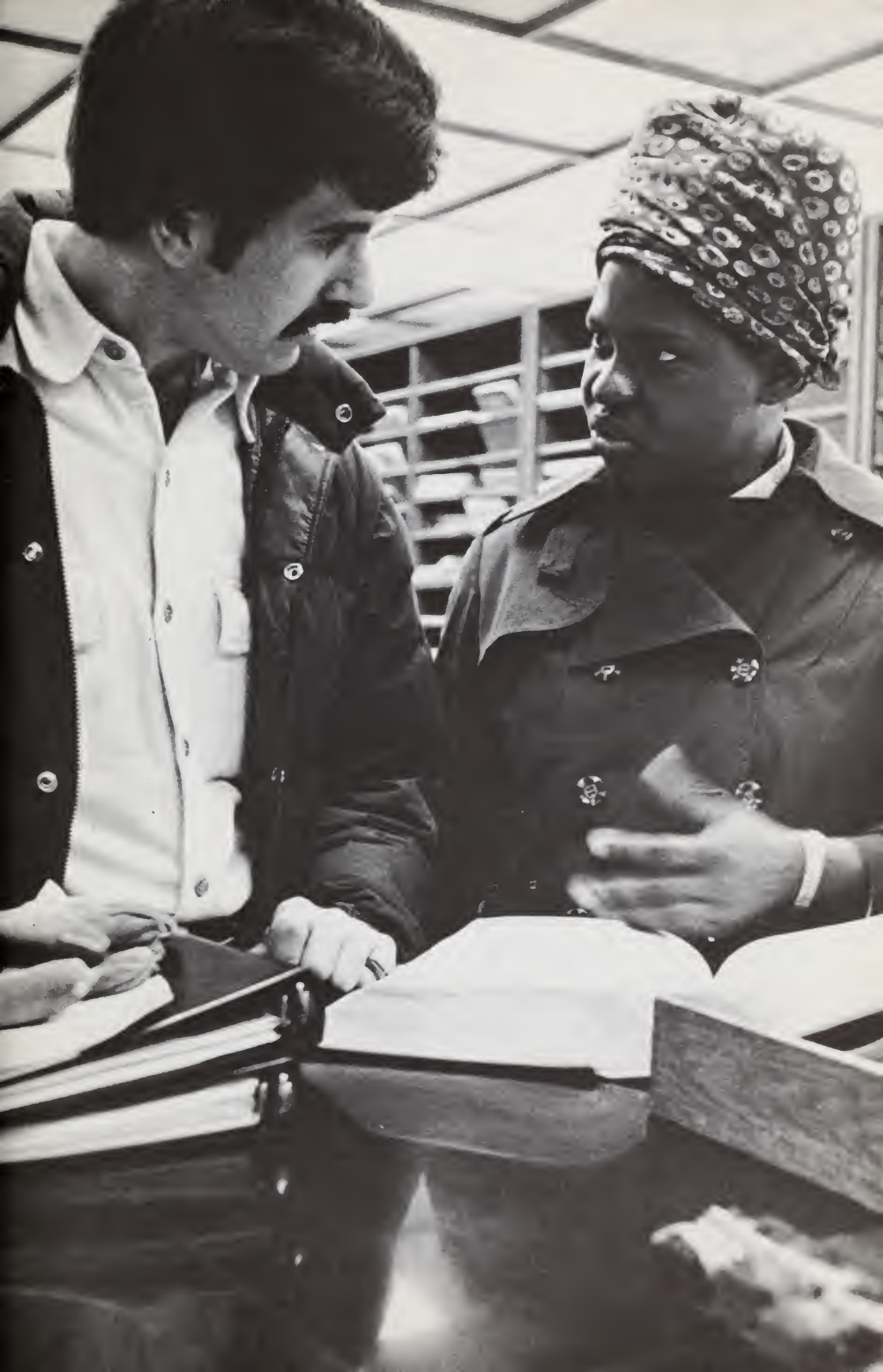
Nursing

Professional nurses provide a vital, dynamic, evolving service within the health care system that maintains and promotes the health of individuals and groups who are under stress of a health-illness nature. They practice inter-dependently with other health care professionals in a variety of health care settings. Professional nurses assume responsibility for promotion of individual and the profession's standards of nursing practice. They recognize the need to assume an advocacy role on behalf of their clients and to speak on community and professional issues that are within their field of competence. As professional people they recognize the need to continue to develop personal and professional competence through the formal and informal educational structures that are best suited to their needs and abilities.

Objectives of the Professional Program

The nursing program aims to produce graduates who will:

1. Use cognitive skills of assessment, decision making, and evaluation in diagnostic,



health maintenance, preventive, restorative, and therapeutic measures.

2. Understand the interaction of the internal system of man with his external system in a health-illness continuum.
3. Apply principles of group process in the delivery of health care.
4. Function interdependently with other health professionals in the management of health care.
5. Demonstrate characteristics for continuing professional development in nursing.
6. Promote standards of nursing practice through assessment of existing practice.
7. Understand the effect of formal and informal structures and the functions of health care delivery systems in relation to nursing practice.
8. Contribute to constructive change in nursing practice.
9. Accept individual responsibility and accountability for nursing practice.
10. Utilize practice as a means of gathering data for refining and extending nursing theory and practice.

Program of Study

Organization of Curriculum for the College Graduate

The development of the curriculum reflects two components: a structural framework, that provides the skeleton for the curriculum and a conceptual framework, that provides a unifying theme for organizing theoretical content for nursing and cognate courses, as well as for understanding the process of nursing.

Structural Framework

The *structural* framework of the curriculum rests on three major assumptions:

1. The upper division of a baccalaureate program in nursing provides the specialized theoretical knowledge upon which professional nursing practice rests.
2. A clinical experience core provides the opportunity to develop proficiency in exercise of clinical judgment and skills essential to professional nursing practice.
3. Baccalaureate programs prepare nurses who can assume roles (practice) as interdependent practitioners in a variety of health care settings.

The curriculum, a sixty-credit upper division nursing major, consists of nursing and cognate courses and a clinical experience core. The upper division courses in biological and psychosocial sciences focus on the level and type of information that is essential to provide theoretical understanding of the biological and psychosocial functions that reflect

the adapting human organism. Upper division courses in nursing provide an additional knowledge base essential for nursing theory and practice.

Throughout the curriculum, and formalized in a research course, there is an emphasis upon the scientific mode of inquiry. Professional practitioners of nursing require more than the mastery of a particular body of professional information or a cluster of technical skills. They need intellectual leverage for continued learning, for modifying practice, and for understanding the social forces that facilitate or impede their ability to function effectively in their personal and professional life.

Since nursing is an applied science, the ability in a given situation to exercise clinical judgment and skill is critical. The clinical experience core provides the opportunity to develop proficiency in the coordination of knowledge and skills essential for nursing practice. The focus is on nursing functions; on assessment and problem-related intervention through health counseling, health education, preventive, restorative, and therapeutic measures.

Each clinical nursing course is planned so that, within the course and within the sequence of courses, understanding of and skill in the nursing process develop as a continuum. The programs are planned so that the student moves from the less complex situation to those that test his or her ability to provide leadership in the delivery of nursing care services; to function in a collegial relationship with other members of the health team; and to appreciate the emerging roles of professional nurses.

In the first semester the focus of the nursing major is upon the acquisition of skills in communication; the nursing process; selected technical skills; and study of the basic needs common to patients regardless of the nature of their health problem. The student then progresses to the study of concepts of psychosocial needs and problems, and physiological alterations of body processes of adult patients with representative acute medical-surgical health problems. In the courses in the second and third semester the student has clinical practice experience in the hospital, the home, and other community agencies. The content of the second semester deals with concepts and skills requisite to the health needs of child-bearing women, children, and families. Family influence, social trends, and normal development are integrated throughout the semester. The concept of nurturance for the promotion of optimum health provides the framework for nursing intervention. Experiences are provided in teaching principles of health maintenance to families in a variety of settings.

In the third semester the focus is upon the prevention and control of selected community health problems including mental health problems. The common denominator used in teaching is the epidemiological approach. Experience also is provided for the student to have ongoing observations and participation in the dynamics of group process.

In the fourth semester the focus is upon caring for patients with medical-surgical illnesses with multiple and complex nursing needs; having responsibility for nursing care of groups of patients; and participating in the leadership activities related to nursing care.

Pharmacology, nutrition, and diet therapy are included within the structure of all of the nursing courses of the curriculum.

Courses in the biological sciences and professionally related social sciences are offered concurrently with the nursing courses. Courses in the biological and social sciences correlate the sequential development of basic concepts and theories with the requirements of the various clinical nursing courses.

Conceptual Framework

Content and process are two dimensions central to the development of the conceptual framework. They are complementary components which are viewed in the context of a dynamic relationship. The approach to the selection of content for the curriculum is through the delineation of essential concepts. Essential concepts are derived from general systems theory and the basic sciences. This approach provides a structure within which nursing knowledge can be synthesized. Likewise, this approach allows students and faculty the opportunity to test general propositions (inferences) for validity and reliability within the context of selected phenomena in the practice setting. The premise is that although a concept may remain a constant element within the curriculum, the theoretical basis for the concept is constantly being altered through additional empirical evidence in nursing practice or through advances in science and technology. Delineation of these essential concepts also provides a structure within which nursing practice can be analyzed.

Organization of the Curriculum for the Registered Nurse

The organization of the curriculum of the baccalaureate degree program for registered nurses (graduates of hospital diploma and associate degree programs) is similar to the program for college graduates and likewise reflects two components: a structural framework, that provides the skeleton for the curriculum, and a conceptual framework, that

provides a unifying theme for organizing theoretical content for nursing and cognate courses, as well as for understanding the process of nursing.

Structural Framework

Candidates who have successfully completed the prerequisite admission requirements of sixty credits of general education courses; successful achievement in the New York State College Proficiency Examination, and successful achievement on the Cornell University–New York Hospital School of Nursing Clinical Proficiency Examination are considered for admission to the program. The assumptions for the structural framework of the curriculum are similar to those of the curriculum for college graduates.

The curriculum as a thirty point upper division nursing major consists of nursing and cognate courses and a clinical experience core. In the instance of graduate nurse students, the assumptions reflect validation of previous education and experience in nursing. The upper division courses in biological and psychosocial sciences focus on the level and type of information that is essential to provide theoretical understanding of the biological and psychosocial functions that reflect the adapting human organism.

Conceptual Framework

The clinical nursing core, or the study of the practice of nursing, in this curriculum will focus upon the process of nursing as a system-oriented process in the three domains of primary, acute and long-term care. The clinical experience core provides the structure for preparation of interdependent practitioners. Associated seminars serve as a mode for extending the scope of knowledge and experience and for developing professional peer communication and decision-making skills.

During the 1975–1976 school year one group of the Class of 1976 will be completing the requirements for the baccalaureate degree as Program I students. These students entered the School with sixty college credits and no professional education.

Each student entering the School is expected to complete the entire program for which he or she is enrolled. To meet the objectives of the program, students will have clinical experience in a variety of hospital and community settings. In order to be eligible for the degree from Cornell, the last thirty credits must be taken in one of these programs. The faculty reserves the right to make changes in the curriculum that it believes are in keeping with the changing needs of society or the best interests of the student and the School.

**Program Plan—Class of 1976—
Program I**

<i>Fourth Year</i>	
<i>Fall Semester</i>	<i>Hours</i>
Nursing 154	10
Public Health 246	2
Biological Science 131	3
Elective (optional)	2
	17
<i>Spring Semester</i>	
Nursing 250	12
Social Science 108	2
Social Science 207	2
Elective (optional)	2
	18

**Typical Program Plan for
College Graduates**

(A plan may be made for part time study.)

<i>First Year</i>	<i>Hours</i>
<i>Fall Semester</i>	
Nursing 156	10
Nursing 160	1
Biological Science 133	3
Social Science 109	2
	16
<i>Spring Semester*</i>	
Nursing 157	10
Social Science 110	2
Biological Science 134	3
Elective (optional)	2
	17
<i>Second Year</i>	
<i>Fall Semester**</i>	
Nursing 256	10
Biological Science 136	3
Elective (optional)	2-4
	15-17
<i>Spring Semester</i>	
Nursing 257	12
Social Science 108	2
Social Science 207	2
Elective (optional)	2
	18

* Beginning with the Class of 1977 one-half of the class will be assigned to this sequence of courses in the fall semester 1976.

** Beginning with the Class of 1977 one-half of the class will be assigned to this sequence of courses in the spring semester 1976.

**Suggested Guide for Planning a
Program for Registered Nurses**

(This suggestion is based on the assumption that registered nurses may be part-time students.)

<i>First Year</i>	<i>Hours</i>
<i>Fall Semester</i>	
Biological Science 133	3
Social Science 109	2
Pharmacology* 140	2
and/or	
Epidemiology* 247	2
	7-9
<i>Spring Semester</i>	
Biological Science 136	3
Social Science 110	2
Social Science** 108	2
and/or	
Social Science** 207	2
	7-9
<i>Second Year</i>	
<i>Fall Semester</i>	
Clinical Nursing 365 or 366	5
Assessment of Health Status 360	2
*Pharmacology 140 or Epidemiology 247	2
	7-9
<i>Spring Semester</i>	
Clinical Nursing 367	5
**Social Science 108 or Social Science 207	2
	5-7

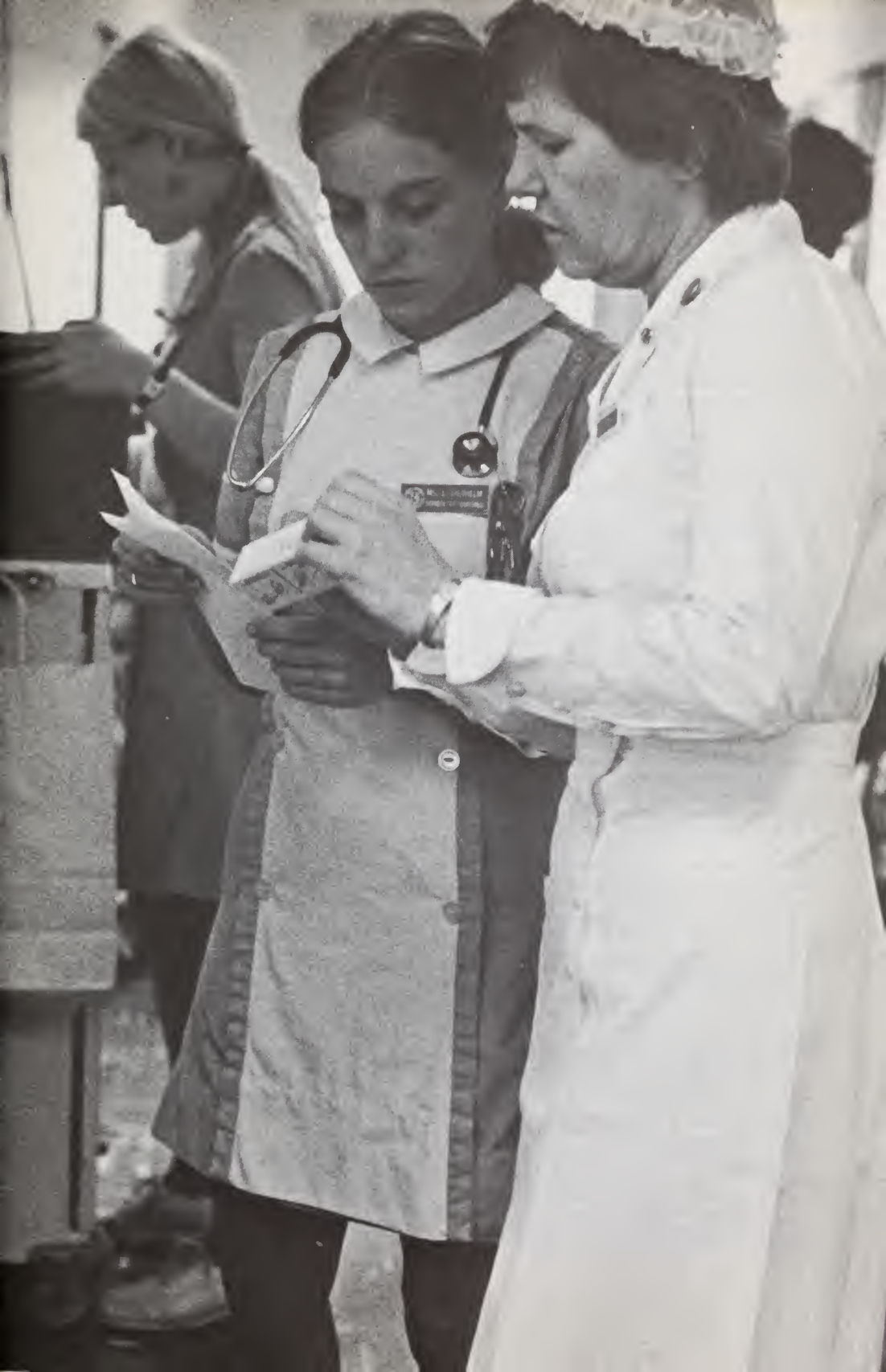
Admission

General Requirements

The number of qualified applicants exceeds the number of students that can be admitted to the programs of the nursing major each year. Applicants selected will be those who, in competition with others seeking admission at the same time, have demonstrated by their qualifications that they are well fitted for the nursing profession.

Evaluation of the candidate's ability to profit from the instruction at the School of Nursing is based on secondary school and college records, the recommendations of school authorities, and the results of standardized achievement tests; evidence of the candidate's ability to make effective use of free time, and capacity for leadership and concern for others, is given due consideration. Evaluations are also made on the basis of extracurricular activities, references, and an interview.

Interviews are granted only to those applicants meeting certain minimum admission standards. A final disposition on a student's application cannot be made unless the student attends a



personal interview at the School of Nursing. An extensive medical report is required because of the nature of the professional program.

Students already enrolled in the nursing major of another college or university may request the evaluation of their college records for possible transfer to the School at Cornell.

It is the policy of Cornell University actively to support equality of educational opportunity. No student shall be denied admission to the University or be discriminated against otherwise because of race, color, creed, religion, national origin, or sex.

Specific Requirements for the Baccalaureate Degree Program for Registered Nurses

Registered nurses who are employed by The New York Hospital-Cornell Medical Center and/or have earned a certificate from the Division of Continuing Education of the School of Nursing may be considered for admission to this Program of the nursing major. Each applicant must complete a minimum of sixty semester hours of general education courses at any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools. Upon completion of forty-five semester hours of credits, including the required courses in the natural and social sciences, applicants may register for selected courses in the professional major as unclassified students while concurrently completing the sixty-credit requirement.

Applicants to this Program are required to take the NLN Pre-Nursing and Guidance Examination, The University of the State of New York College Proficiency Examinations, Baccalaureate Level, in Medical-Surgical Nursing, Psychiatric-Mental Health Nursing, and Maternal-Child Nursing, and the Cornell University-New York Hospital School of Nursing Clinical Proficiency Examination. Thirty credits by examination will be granted for satisfactory performance in the New York State College Proficiency Examination and the Cornell University-New York Hospital School of Nursing Clinical Proficiency Examination.

The following distribution of general education courses is required for admission:

Communications, 6 credits: composition, public speaking, or speech.

Humanities, 20-30 credits: art, language, literature, music, philosophy, religion. No credit will be granted for studio humanities courses, such as painting, ceramics, voice, etc.

Natural science and mathematics, 12 credits: general biology or an acceptable substitute (4 credits) and general chemistry (4 credits) are required. Transfer credit will not be granted for science courses with an ecological or

sociological approach or for a "D" grade in the natural sciences.

Social science and history, 12-22 credits: sociology (3 credits required), psychology (3 credits required), political science, anthropology, economics, history, geography. Transfer credit will not be granted for a "D" grade in the required sociology and psychology courses.

Specific Requirements for the College Graduate

Persons who hold or are to be awarded a baccalaureate degree by an accredited senior college or university may be considered for admission to this Program of the nursing major. Applicants will be required to take the Graduate Record Examination.

The following distribution of courses is required for admission to the Program for College Graduates

Humanities, 10 credits.

Social science, 10 credits: sociology (3 credits required), psychology (3 credits required). Transfer credit will not be granted for a "D" grade in the required sociology and psychology courses.

Natural science and mathematics, 8 credits: general biology or an acceptable substitute (4 credits) and general chemistry (4 credits) are required. Transfer credit will not be granted for science courses with an ecological or sociological approach or for a "D" grade in the natural sciences.

Applications

Prospective students should write the Office of Admissions, Cornell University-New York Hospital School of Nursing, 515 East 71 Street, New York, New York 10021, for forms to be used in making application for admission.

Important Dates

For College Graduates

The following information and dates apply for applicants to the Program for College Graduates. Requests for applications may be made any time after May 1, 1975 for admission in September 1976.

Admissions applications are due by October 1, 1975 for early review and by January 1, 1976 for regular review. Applications will be released and accepted after January 1, if places remain to be filled.

Early review decisions are announced by January 1. Though all qualified applicants who have completed their applications by October 1 will be interviewed in the fall, only those meeting the criteria for early review will receive their admissions decision by January 1. In

addition those applicants who do not qualify for the program will be notified once their application has been reviewed. Decisions made by regular review are announced in March and April. Applications submitted after January 1 will be acted upon as they are completed.

Each applicant accepted by regular review must advise the School of his or her decision regarding admission within two weeks of acceptance. Upon acceptance, early review applicants will be advised of the date their decision is due.

For Registered Nurses

The following information and dates apply for the registered nurse applicants. A preliminary application may be filed at any time. (No fee is required.) This entitles the applicant to advisement relative to planning a program of study to meet the general education requirements. The formal application for admission should be filed by applicants who have earned at least forty-five of the required sixty general education credits.

The application and all accompanying forms must be received by May 1 for the fall semester and November 1 for the spring semester. Applicants will be notified about their admission status by July 1 for the fall semester and January 1 for the spring semester.

For All Applicants

The Financial Assistance Application must be filed by February 15. Decisions are announced May 1. Offers must be accepted within three weeks of receipt.

Visits to the School

Members of the staff are available to meet with prospective applicants to discuss the School's admission requirements, application procedures, and the appropriateness of the applicant's general education in satisfying the requirements for admission. Appointments for these visits are required. Prospective applicants are asked to call the Admissions Office to schedule an appointment.

An informational visit does not take the place of the required interview which is scheduled after application materials have been submitted and reviewed.

Grades and Academic Standing

The Academic Standards Committee, composed of faculty representing the two nursing programs and the dean or her representative, meets at least two times each year to review the academic records of students in the School. The Committee is responsible for reviewing

the records of students whose suitability for nursing is in question, whose cumulative average does not meet minimal standards for promotion, whose cumulative average has dropped seriously since the previous semester, or students whose performance in the major nursing course is below the acceptable level of achievement.

The Committee recommends to the faculty the promotion of all students and the candidates for the degree of Bachelor of Science in Nursing. The Committee acts on the records of those students who qualify for the Dean's List and those who are to be considered for graduation with distinction.

The grading system is based on a 4.0 scale as follows: 4.0–3.5 (100–90% = A) excellent to very good; 3.4–2.5 (89–80% = B) good; 2.4–1.5 (79–70% = C) satisfactory; 1.4–0.5 (69–60% = D) below acceptable level; 0.4–0.0 (Below 60% = F) failing.

S and U Grades: Final grades of S (satisfactory) and U (unsatisfactory) also may be given in certain courses and for all clinical laboratory courses. A grade of S is equivalent to 1.5 or higher; a grade of U is equivalent to 1.4 or lower. The specified course credit will be given for grades of S; no credit will be given for grades of U. S and U grades are not used in computing grade point averages.

Incomplete Grades: An incomplete (INC) is a temporary grade. It is given only when students are unable to complete all the requirements for a course because of illness and/or prolonged absence due to circumstances beyond their control.

Students who receive an incomplete in a course, unless it is a prerequisite course, are required to complete the course work within one year after the grade is recorded or the grade will be changed to a U. If the incomplete is in a course that is prerequisite to another course, the student must complete the required work before registering for the subsequent course.

The faculty may grant approval for a student to repeat a course and/or a full semester if, for acceptable reasons, the student's achievement was below the school's expected level. In such instances, the first grade(s) will not appear on the official records. Notations to this effect will be entered on the back of the transcript but will under no circumstances be disclosed.

Notice of Grades: Grades are issued directly to the students at the end of each semester. Parents and guardians may be notified when a student is placed on academic warning and/or asked to withdraw from the School.

Exemption of Courses: College graduates who wish to obtain credit by examination for one

of the biological science or social science courses must make an application through the Office of Records sixty days prior to the official date of enrolling in the course.

The student will be notified of the date, time, and place of examination by the Office of Records. The examination must be taken at least two weeks prior to enrollment in the course. Upon successful completion of the examination, the transcript will show the course and credits earned by examination.

Auditing Courses: Students who wish to audit a course by regular attendance with the privilege of participating in class discussions and obtaining all course materials may do so by making formal application to the Office of Records. Courses with limited enrollment, laboratory courses (clinical and science), and seminar courses will not be open to auditors.

Students who earn credit for a course by examination (as outlined in the Policy on Exemption Examinations) may, with the permission of the faculty member responsible for the course, attend selected lectures if there has been evidence of limited recall in a particular area of content.

Academic Standing

In order to be in good standing for a semester, a student must: (1) attain a grade of 2.0 or better in nursing theory, 1.5 or better in related courses, and S in clinical laboratory courses; and (2) have a minimal cumulative average (M.C.A.) for the semester as follows: first semester, 1.6; second semester, 1.76; third semester, 1.82; and fourth semester, 1.83.

Students whose grades or averages fall below these levels at midsemester and/or end of semester will be placed on academic warning by the Office of the Dean. A student may remain on academic warning for only one semester. If the conditions of the warning have not been removed by the end of the next semester, the student will be required to withdraw from the School of Nursing.

Dean's List

Students who attain a semester average of 3.50 without any D or U grades and have completed all of the required course work by the end of the semester are eligible for the Dean's List. The Dean's List will be posted by the Office of Records.

Dismissal

The faculty of the School of Nursing reserves the privilege of retaining only those students who in their judgment demonstrate satisfactory progress towards the degree, meeting the

requirements of scholarship, mental and physical health, and personal attributes considered suitable for professional nursing practice. Students whose suitability for nursing is questioned may be asked to withdraw from the School.

Withdrawal

A student may withdraw from the School at any time. The designation of withdrawal in good standing will be recorded if the student's academic and personal performance is in accord with the standards of the School and the financial record has been cleared. A student who plans to withdraw must notify the Office of Records and discuss the reason for leaving with the dean.

Degree Requirements

The degree of Bachelor of Science in Nursing is conferred by Cornell University upon recommendation of the faculty of the School of Nursing. In order to qualify for the degree, the candidate must have attained the required cumulative average for the total program and have completed satisfactorily all theory and clinical laboratory courses outlined in this *Announcement* and/or required by decision of the faculty.

Bachelor of Science with Distinction

Upon recommendation of the faculty, the degree of Bachelor of Science in Nursing with distinction will be conferred upon those students who: have achieved a cumulative average of 3.50, completed all requirements for the degree, and attained a grade point average of B for college work completed prior to transferring to the School of Nursing.

Sigma Theta Tau

In 1968 the School received a charter for the Alpha Upsilon chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the Society are to recognize the achievement of scholarship of superior quality, to promote the development of leadership qualities, and to encourage creative work while fostering high professional ideals. It is hoped that the commitment of the individual to the ideals and purposes of professional nursing will be strengthened by participation in the Honor Society.

Students who have completed at least one-half of the nursing major, and have a minimum grade point average of 3.0, are considered for induction into Alpha Upsilon chapter. In addition to demonstrated superior scholastic achievement, a candidate must also give evidence of professional leadership potential.

Eligibility for State Registration

Graduates of the School of Nursing are eligible for admission to the licensing examination in all states. Since states require a nurse to be licensed in order to practice nursing, students are encouraged to take the examination in the state in which they plan to practice. Each graduate is expected to take the first licensing examination that is administered following completion of the program. Satisfactory performance on the licensing examination results in state registration of the license and the designation of Registered Nurse.

Expenses

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, and charges for services provided by the School. The second category includes living costs and items of personal expense. To help students prepare their individual budgets an estimated budget is published. Although expenses, excluding fixed fees, vary for the individual student, the estimated budget reflects the usual expenses for single, full-time students living in University housing.

The estimated total expenses for the academic year include:

<i>Item</i>	<i>Estimate</i>
*Tuition	\$2400
Housing	1500
Food and maintenance	1000
Books and supplies	300
Uniforms, entering students	250
Transportation, clinical experience	100
Incidental expenses	250
**Health insurance	175

* Tuition: A semester of full-time study consists of 12–18 credit hours of course work. This may be any combination of required elective or audited courses. The full tuition will be charged and there will be no prorated refund for courses dropped or exempt; nor will there be an additional charge for electives added within this number of credit hours.

A semester of part-time study consists of ten or fewer credit hours of course work. This may be any combination of required and elective courses. The maximum number of credits to be taken by an individual registered for part-time study will be by advisement. Tuition of \$80 per credit hour will be charged.

** Health insurance: Each student is required to be enrolled in a health insurance plan. An

Fees

Application Fee. (For applicants registered in a general education program.) A fee of \$20 must accompany the application for first admission.

Transfer Fee. (For applicants registered in a baccalaureate nursing program.) A fee of \$25 is charged to evaluate the record of a student already registered in a baccalaureate nursing program who wishes to apply for transfer to this School.

Reinstatement Fee. (For students previously registered in this School.) A fee of \$10 will be charged to evaluate the record of a former student seeking to reregister in this School.

Acceptance Fee. A nonrefundable deposit of \$50 is required of every student upon acceptance for admission to the University; and when the student first registers, it is used to cover matriculation costs. The deposit does not apply to the first semester's tuition and fees.

Late Registration Fee. A fee of \$5 is charged to each late registrant. First semester registration closes 5 p.m., August 29, 1975. Second semester registration closes 5 p.m., Friday, January 30, 1976.

Exemption Examination Fee. The usual fee for an exemption examination is \$15.

Fee for Auditing a Course. There will be no charge for full-time students. Part-time students will be charged \$45 for the privilege of receiving the course outline, the bibliography, and attending selected classes.

Payment of Bills

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable at registration each semester, unless special arrangements have been made with the School. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time

associated hospital plan is available to all students in the Medical Center. Students will be exempt from enrollment in the Center plan if they give evidence of carrying comparable health insurance and sign a waiver to that effect at the time of admission and every semester thereafter while registered in the School. Students enrolled in the plan available at the Medical Center will be billed each semester. These charges will appear as a separate item on the bill and will reflect the current insurance rates. Questions concerning waivers or billing should be discussed with the assistant to the dean, on S 10.

without notice. Students who have questions regarding their bills or the payment of grants or loans should see the assistant to the dean, on S 10.

Provision is made for the payment of bills during the registration period at the beginning of each semester. Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student voluntarily leaves the School during the course of a semester. In this case, a proportionate amount of the grant, not to exceed one-half, is to be reimbursed.

In order for a student to remain in good standing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangements made for the future repayment of loans. Any student who registers for a semester and then withdraws before the semester bill is paid must make a satisfactory settlement of tuition and fees due before the withdrawal form can be signed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check during the registration period. The proceeds of a loan must be applied first to the balance due on School charges but may not be claimed as an exemption from the bill.

New York State tuition assistance awards may not be claimed as an exemption from the tuition bill since the state prepares individual checks, that are payable to the student, and sends them to the School for distribution. Checks for these awards will not be available at the time tuition and fees are due. When an extension of time for payment of part or all of the tuition and fees is granted, based on a New York State award, it is with the understanding that should the state for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

Refunds

Part of the tuition will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of 10 percent a week on all charges as of the first day of the semester. No refund will be made after the midsemester.

Financial Assistance

In general, students plan to meet the cost of their education through self-help (loans and employment). To the extent that is possible, parents and spouse are expected to contribute to the cost of a student's education.

The Cornell University-New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the appropriate Confidential Statement form to the College Scholarship Service by February 15, designating Cornell University-New York Hospital School of Nursing as one of the recipients. The Confidential Statement should be obtained from the School of Nursing.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described below. These are assigned on the basis of need rather than academic rating.

Loans may be available from a fund established jointly by the School and the federal government. No more than \$2,500 may be borrowed by a student during an academic year. The amount of loan awarded to each eligible student is dependent upon the total amount of federal funding made available to the School. To be eligible for either a grant or a loan, a student must intend to be enrolled at least half-time and demonstrate the need for financial assistance. In addition, the student must be a citizen or national of the United States, or have immigration status and personal plans to justify the conclusion that he or she intends to become a permanent resident of the United States.

Application for Financial Assistance

Entering students who will need financial assistance should return the Financial Assistance Application with their application forms by February 15. These will be forwarded to the chairperson of the Financial Assistance Committee. The Confidential Statement should be filed through the College Scholarship Service by February 15 of the year the applicant anticipates admission to the School of Nursing.

Students enrolled in the School who expect to register for the next academic year and who anticipate the need for financial assistance, should make appointments to see the chairperson of the Financial Assistance Committee before December 15. Students receiving financial assistance may arrange an interview with the chairperson of the committee during the fall semester to review their awards. Those who may or may not be receiving financial assistance and whose family situations change during an



academic year, should feel free to discuss their problems with the chairperson of the committee.

Financial Assistance Administered by the School

Vivian B. Allen Scholarship Fund. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc.; income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

Allstate Foundation Grant. A grant is made available to the School each year to assist a student throughout the program.

Juliette E. Blohme Scholarship Fund. Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the class of 1922 through a gift of \$6,000, the interest on which may be used in whole or in part each year.

Fund of the Committee for Scholarships. A fund, established and maintained by a committee of women interested in the School of Nursing, to assist students who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

Cornell Women's Club of New York. In the spring of the year a scholarship is made available by this Club for the ensuing school year. It is awarded either to an entering student or a student enrolled in the School.

Davison/Foreman Foundation Grant. Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

Samuel J. Moritz Scholarship Fund. Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

Helena Rubinstein Foundation, Inc. Grant. Grants from this Foundation are made available to the School and administered to students who have demonstrated need for financial assistance.

The Switzer Foundation Grant. A grant of \$2,500 is made available to the School each year. This grant is intended to assist students who are American citizens living within fifty miles of New York City and who have financial need.

Tudor Foundation Student Loan Fund. A loan Fund established by the Foundation and administered by the School to assist students in need of aid who hold scholarships or grants to defray the cost of tuition and who need further financial assistance to enable them to attend the School. Loans from the Fund are not to exceed \$1,000 to any one student in any one school year.

Women's Florist Association, Inc., Scholarship. Under a scholarship plan established in 1949 by the Women's Florist Association, Inc., a nursing student who has satisfactorily completed one year of the nursing major is eligible for a scholarship not to exceed the sum of \$200. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

The Christian C. Yegen Scholarship Fund. Established in the spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University-New York Hospital School of Nursing.

Financial Assistance Administered by Outside Sources

New York State Regents Scholarships, Grants, and Loans

The following assistance is available for residents of New York State.

Tuition Assistance Program. Grants of \$100-\$600 yearly, depending on need and tuition paid, with a minimum yearly grant of \$100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and to those who are presently in college and maintain satisfactory academic performance.

For more information on these awards, write to the Regents Examination and Scholarship Center, 99 Washington Avenue, Albany, New York 12210.

New York Higher Education Assistance Corporation sponsors a program through which students may obtain loans from local savings banks.

General Information

School Organization

Any student entering the School is automatically a member of the student organization. The functions of this organization are to contribute to the development of the professional education of the individual student through co-



operation with fellow students and faculty; to represent the individual student in matters of student-faculty concern; to encourage in the student body maturity in matters of scholarship and personal conduct; to provide an all-inclusive organization through which business pertaining to the whole body of students may be transacted; and to foster an attitude of involvement in student life and development in the nursing program.

Housing

Facilities

Students attending the School of Nursing may live in University housing or select their own living facilities within the community. Applications for University housing should be available about April 1.

Jacob S. Lasdon House, located at 420 East 70 Street, provides fully furnished, carpeted, and air-conditioned apartments with kitchens, dining areas, living rooms, and baths for both single and married nursing, medical, and graduate students registered in Cornell. Single students may share a one- or two-bedroom apartment. By using the living room and the bedroom(s) as individual bedroom/study rooms, two students may share a one-bedroom apartment and three students may share a two-bedroom apartment. Four single students may share a two-bedroom apartment if two students share one bedroom. There are a limited amount of studio apartments for married students. Married students without children will find the studio and one-bedroom apartments suitable. Married students with children will find the two-bedroom apartment more appropriate.

Regulations

Students signing leases for University housing must notify the appropriate office at least thirty days in advance of any move or change of roommate.

Students living a distance from the School should consider the time to be spent in commuting each day. Classes and clinical experience may be scheduled Monday through Saturday in a combination of hours that may begin as early as 7:30 a.m. and end at 9:00 p.m.

All students must keep the Office of Records informed of their correct address and telephone number. *The Student Handbook* outlines the system used for distribution of official School communications to students. Each student is expected to follow the procedure to avoid delay in responding to the communications.

Recreational Facilities

Because the School believes that the education of young men and women today includes healthful social relationships, provisions have been made for the development of such relationships in the life of the student.

A social committee is responsible for a full and varied social calendar that includes such activities as dances, coffee hours, and suppers. Other activities in which students may participate are the yearbook and singing groups. The director of student relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

Health Services

Personnel Health Service of The New York Hospital, located in J-1, provides health care for students enrolled in the School. This includes: a physical examination and routine tests following the initial registration in the School, an ongoing immunization program, ambulatory medical care in the outpatient clinics, and, when indicated, admission to The New York Hospital. The health of the student is closely monitored throughout the program with the expectation that each student will be self-directive in maintaining a positive health status.

Health insurance is required. At registration, each student must either enroll in the Blue Cross/Blue Shield of Greater New York plan available at the School or provide evidence of equivalent health insurance coverage and sign a waiver. For insurance coverage through the School, a fee will be charged each semester based on the current insurance rate. (See Expenses p. 17.)

Students are expected to take corrective action for any health problems including dental work before registration in the School. Any subsequent elective procedures are to be scheduled during vacation periods.

If in the opinion of the Personnel Health Service physician, the condition of a student's physical or emotional health makes it unwise for the student to remain in the program, the School authorities may require the student to withdraw either temporarily or permanently at any time.

Counseling Services

The School maintains active counseling services that are available to any students who need assistance, either in connection with routine matters that may come up in their work in the School or in connection with special personal problems.

The director of student relations assists students in every way possible in their educational,

personal, and social adjustment, and cooperates with the faculty in helping students in these areas and directs students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

Group therapy is also made available through the office of the director of student relations to assist students whose effectiveness and adjustment are impaired by personal concerns.

Division of Continuing Education

The Division of Continuing Education is an organized educational unit of the School of Nursing under the administration of the dean.

The Division offers organized and planned presentations of appropriate educational experiences at a professional level that are university oriented and related to the needs and purposes of the employment or practice situation. The programs offered by the Division have their origins in selected areas of nursing practice. The objectives of the programs are directed toward enabling registered nurses, both in practice and returning to practice, to update and expand their knowledge and skills in circumscribed areas of clinical nursing practice.

A variety of special workshops and formalized training programs are conducted cooperatively with the Cornell University Medical College, the professional staffs of The New York Hospital—Cornell Medical Center; the Department of Health, Health Services Administration of the City of New York; the Visiting Nurse Service of New York; and other cooperating community agencies.

Information on programs being offered, applications, and fees may be obtained by writing to: Division of Continuing Education, 515 East 71 Street, New York, New York, 10021.

Facilities for Instruction

The facilities of The New York Hospital—Cornell Medical Center provide the setting for the major part of the educational program offered to students in both divisions of the School of Nursing. The classroom and office facilities for the School are located at 515 East 71 Street. In addition to the usual classroom and conference room facilities, there are an audio-visual laboratory and learning laboratories for the practice of basic nursing skill.

The library, in the Samuel J. Wood Library and Research Building at 1300 York Avenue, is shared by the students and the faculties of the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works, and monographs. The book stacks and carrels are on two floors below the main reading room. Sixteen hundred current journals are received each year; the total collection has reached more than 100,000 volumes.

The library also is equipped with a communication terminal linked to a computer to provide searches of the medical literature. The Information and Reference Department receives requests for these searches. Typing and duplicating services and, most importantly, a staff willing to help are also available.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photoduplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

All students have clinical experience on the patient units of The New York Hospital. The Hospital comprises five clinical departments—Medicine, Surgery, Lying-In Hospital, Pediatrics, and The Payne Whitney Clinic (psychiatry). Each of these units (largely self-contained) has facilities for inpatients and outpatients, and for teaching and conducting research. The Hospital has approximately eleven hundred beds and ninety clinics.

In order to meet the objectives of the program, the School of Nursing contracts with selected voluntary and governmental agencies for additional clinical experiences. It is a requirement of the program that each student participate in the care of patients in the community. Representatives of various governmental and voluntary agencies plan with the faculty for appropriate ways to contribute to the student's knowledge of the community and the organization for human services. Individuals who feel it would be difficult to travel within some parts of the New York City community and to participate fully in assigned experiences, should give thoughtful consideration to this before registering in the program of the School.



Description of Courses

Nursing Courses

All academic courses of the University are open to students of all races, religions, ethnic origins, ages, sexes, and political persuasions. No requirement, prerequisite, device, rule, or other means shall be used by any employee of the University to encourage, establish, or maintain segregation on the basis of race, religion, ethnic origin, age, sex, or political persuasion in any academic course of the University.

156 Introduction to the Nursing Process, Care of the Adult Patient Fall. Credit: five hours, theory; five hours, clinical laboratory. M. Sugimoto and faculty.

Composed of two units. The first unit is concerned with introduction of the nursing process, and learning and practicing nursing skills basic to all nursing care. During the second unit, the nursing process is applied to the care of adult patients with representative medical-surgical health problems. Pharmacology, nutrition, and diet therapy are integrated throughout the course. The clinical area is utilized to apply concepts and skills in caring for patients with major medical-surgical health problems.

154-157 Maternal-Child Nursing Fall and spring. Credit: five hours, theory; five hours, clinical laboratory. Prerequisite: Nursing 153-156. Registration for this course is by advisement. E. W. Haas and faculty. Emphasis is placed on the study of the health needs of childbearing women, their children, and families. Family influences, social trends, and normal development are integrated throughout the semester. The concept of nurturance for the promotion of optimum health provides the framework for nursing intervention. Experiences are provided in teaching principles of health maintenance to families in a variety of settings.

160 Interpersonal Processes in Nursing Fall. Credit one hour. Prerequisite: psychology, three credits; sociology, three credits. L. Schwager. Concepts of behavior, anxiety, socialization, and grief are studied in the context of the nurse-patient relationship. Emphasis is on principles of communication and interviewing. The content is prerequisite to subsequent nursing courses.

250 Transition to Nursing Practice Spring. Credit: five hours, theory; seven hours, clinical laboratory. Prerequisites: Nursing 153, 154, 155. J. B. Dorie and faculty.

Offers the student the opportunity to care for a group of individuals with a variety of health care needs including oncological conditions. Within these groups the student will assist individuals and/or families to achieve their optimal degree of health as goals are modified to reflect evolving needs. The student will have the opportunity to apply leadership principles in the management of patient care through participation with other health care workers in a variety of settings.

256 Community Health: Care of Patients with Environmentally Related Health Problems

Fall and spring. Credit: five hours, theory; five hours, clinical laboratory. Prerequisites: Nursing 156. Registration for this course is by advisement. B. H. Rosner and faculty.

Focus is on the prevention and control of selected community health problems; e.g., cerebral vascular accident, venereal disease, tuberculosis, mental illness, and social problems such as addiction. The modality of nursing care will be both individual (therapeutic nurse-patient relationship) and group (family) in acute psychiatric hospital settings and the community. The common denominator utilized in teaching the selected community health problems will be the epidemiological approach. Experience is also provided for students to have ongoing observations and participation in the dynamics of group process.

257 Dimensions of Nursing Spring. Credit: four hours, theory; eight hours, clinical laboratory. Prerequisites: Nursing 156, 157, 256. Faculty to be appointed.

Consideration of selected aspects of professional nurse practice: caring for patients who have multiple and complex nursing needs; sharing responsibility for nursing care of groups of patients; and participating in the leadership activities related to nursing care. A variety of settings will be utilized for clinical learning.

360 Assessment of Health Status of Children or Adults Fall, intersession, and spring. Credit: two hours. Required course: registered nurses; other students by advisement. M. Miller. Supervised practice in techniques of observation, interviewing, percussion, palpation, and auscultation with emphasis on normal ranges of the healthy individual. The course includes relevant anatomy, physiology, and pathology basic to understanding the significance of findings. Six hours of combined conference and practice are required each week.

365 Clinical Nursing—Acute Care of Children or Adults Fall. Credit: five hours. Prerequisite: Course 360 must be taken prior to or concurrently with this course. Required course: registered nurses not taking Course 366. B. Jones.

Within this clinical experience core the student has the opportunity to develop proficiency in the exercise of clinical judgment and skills requisite to the supportive management of children or adults who require continuous, comprehensive observation in an intensive or critical care environment. Opportunities are provided for systematic study in a clinical area of interest. The focus is on nursing functions: assessment and problem-related intervention through health counseling, health education, and preventive, restorative, and therapeutic measures. Associated seminars serve as a mode for extending the scope of knowledge and experience and for developing professional peer communication and decision-making skills. Fifteen hours of combined practice and correlated seminars are required each week.

366 Clinical Nursing—Long Term or Chronic Illness of Children or Adults Fall. Credit: five hours. Prerequisite: Course 360 must be taken prior to or concurrently with this course. Required course: registered nurses not taking Course 365. B. Jones.

Within this clinical experience core the student has the opportunity to develop proficiency in the exercise of clinical judgment and skills requisite to the supportive management of children or adults with long-term or progressive chronic illness. Opportunities are provided for systematic study in a clinical area

of interest. The focus is on nursing functions: on assessment and problem-related intervention through health counseling, health education, and preventive, restorative, and therapeutic measures. Associated seminars serve as a mode for extending the scope of knowledge and experience and for developing professional peer communication and decision-making skills. Fifteen hours of combined practice and correlated seminars are required each week.

367 Clinical Nursing—Primary Care of Children or Adults Spring. Credit: five hours. Prerequisite: Nursing 365 or 366. Required course: registered nurses. B. Jones.

Within this clinical experience core the student has the opportunity to develop proficiency in the initial screening assessment of the psychosocial and physical status of children or adults and responsibility of the continuum of care of selected patients within the protocols mutually agreed upon by medical and nursing personnel. Experiences offer opportunities for the reinforcement or development of skills in case finding, interpretation of selected laboratory tests, health counseling, health teaching and techniques of surveillance and management of care for the selected patients (children or adults) in ambulatory care settings. Associated seminars serve as a mode for extending the scope of knowledge and experience and for developing professional peer communication and decision-making skills. Fifteen hours of combined practice and correlated seminars are required each week.

Professionally Related Courses

131–134 Biological Science Fall and spring. Credit: three hours. Prerequisite: Biological Science 130 or 133. Required prior to or concurrent with Nursing 154–157. R. S. Rubenstein. This course includes some aspects of human reproductive physiology: male and female anatomy, sex steroids, birth control, and maternal and neonatal physiology. Also covered are principles of heredity, medical genetics, and simple embryogenesis. There will be a survey of pathogenic microorganisms to acquaint the student with communicable diseases that are endemic and epidemic.

133 Biological Science Fall and spring. Credit: three hours. Required course: all students. V. Stolar.

An introduction to the fundamental mechanisms of human physiology. The course progresses from the cell to the complexities of human control systems, utilizing at each level of increasing complexity the information and principles developed previously. This approach is based on the theme that all phenomena of

life are ultimately describable in terms of physical and chemical laws.

136 Biological Science Fall and spring. Credit: three hours. Prerequisite: Biological Science 133. Required course: all students. V. Stolar.

Morphological and functional study of the nervous system in man. Histology, neurotransmitters, gross anatomy, stimulus-response, and integrative control are covered. The physiology of striated, smooth, and cardiac muscle will be included.

140 Pharmacology Fall. Credit: two hours. Prerequisite: Nursing 156 or equivalent. Required course: registered nurses; other students by advisement. A. B. Drakontides.

The emphasis of the course is placed on the basic principles of pharmacology. These principles are elaborated in discussions of drugs acting on the nervous system, cardiovascular drugs, chemotherapy, endocrine pharmacology, and drug interactions.

247 Epidemiology Fall. Credit: two hours. Required course: registered nurses; other students by advisement. M. Warren, R. S. Rubenstein.

Introductory course in which the meaning and scope of epidemiology are considered. Relevant content is drawn from biostatistics, microbiology, environmental studies, and health service administration. Particular emphasis is on scientific appraisal of community health and the processes involved in determining the health of people as it is influenced by changing patterns of health and disease in a society.

108 Introduction to Research Spring. Credit: two hours. Required course: all students. Faculty to be appointed.

The student is introduced to the basic skills needed for the evaluation of research material—critical thinking about situational and written data pertinent to nursing, and recognition of appropriate use of common statistical concepts.

109 Life-span Growth and Development

Part I Fall. Credit: two hours. Required course: all students. L. Schwager.

Study of the psychophysiological and psychosocial factors that produce a range of human behavior in the life cycle from birth through childhood years. The focus will be on physical, sensory, and perceptual, motor, cognitive and language, personality, and social development.

110 Life-span Growth and Development

Part II Spring. Credit: two hours. Prerequisite:

109 Life-span Growth and Development or by permission of instructor. Required course: all students. L. Schwager.

Study of the psychophysiological and psychosocial factors that produce a range of human behavior in the life cycle from adolescent years through aging years. The focus will be on continued development, maturation, and/or decline in physical, perceptual, cognitive, moral, sexual, personality, and social functioning.

207 Nursing in the Social Order Spring. Credit: two hours. Required course: all students. L. Schwager.

The structure and function of both formal and informal social organizations are considered, especially as they influence the work of the professional nurse in the delivery of health services.

246 Public Health Fall. Credit: two hours. M. P. Cunningham.

A study of community health needs and designs for meeting these needs. Programs and organizations participating in the formal and informal community health structure will be examined using an epidemiologic framework.

Spanish for Health Professionals Spring.

Credit: two hours. Prerequisite: one year of Spanish (vocabulary and grammar) and pretesting for section assignment. Elective. Faculty to be appointed.

The course assists the person already familiar with Spanish to develop skills in conversation as it relates to health care services.

Independent Study Offers the student an opportunity to delineate an area of interest for self-directed, systematic study under the preceptorship of a faculty member. Planned essentially for the winter intersession, on- or off-campus study is possible for credit ranging from one to four hours. S-U grades. Proposals must have the approval of the Committee for Independent Study.

Guided Study Offers qualified students an opportunity to participate in a specially designed program of study and course visitation under the direction of a faculty member. It permits participation in classes, seminars, conferences, library research, and selected nursing service programs. Offered within the regular term date. No credit or grade is given but a record of achievement is filed in the student record. A special fee is established after consultation with the dean's office. Request for attendance is filed in the Office of Records and referred to the dean.



Cornell University

Register

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Robert T. Horn, Vice President and
Chief Investment Officer
Samuel A. Lawrence, Vice President for
Administration
E. Hugh Luckey, Vice President for Medical
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Chief Fiscal Officer
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University Faculty
Neal R. Stamp, University Counsel and
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The New York Hospital Administration

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 Nina T. Argondizzo, M.A., R.N., Assistant Dean and Assistant Professor of Nursing
 Gloria E. Wilson, M.A., R.N., Assistant Dean and Assistant Professor of Nursing

Faculty and Staff

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 Gloria E. Wilson, M.A., R.N., Assistant Dean and Assistant Professor of Nursing
 Meimi Joki, A.B., Assistant to the Dean
 Edna Johnson, Director of Student Relations
 Judith A. Court, M.A., Director of Admissions

Undergraduate Faculty

Eddie Mae Barnes, M.A., R.N., Assistant Professor of Nursing; Director of Nursing, Payne Whitney Psychiatric Clinic
 Helen M. Berg, Ed.D., R.N., Associate Professor of Nursing; Department Head of Medical Nursing
 Mary T. Bielski, M.A., R.N., Associate Professor of Nursing; Department Head, Baker Pavilion Nursing Service
 Marie Boguslawski, M.S.N., R.N., Assistant Professor of Nursing
 Marion Peters Braxton, M.P.H., R.N., Assistant Professor of Nursing
 Francesca Castronovo, M.A., R.N., Assistant Professor of Nursing
 Margaret Cotterell, M.A., R.N., Assistant Professor of Nursing
 Sister Catherine M. Cummings, M.S.N., R.N., Assistant Professor of Nursing
 Marion Phyllis Cunningham, M.S., R.N., Assistant Professor of Nursing
 Lynne J. Dawson, M.P.H., R.N., Instructor in Nursing
 Helen Demitroff, M.A., R.N., Assistant Professor of Nursing
 Jeanne B. Dorie, M.A., R.N., Assistant Professor of Nursing
 Anna B. Drakontides, Ph.D., Associate Professor of Pharmacology
 Gladys M. Dykstra, M.A., R.N., Instructor in Nursing
 Dorothy Ellison, M.A., R.N., Associate Professor of Nursing; Department Head of Operating Room Nursing

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 Madeleine S. Sugimoto, M.Ed., M.A., R.N., Assistant Professor of Nursing
 Carolyn E. Wagner, M.A., R.N., Instructor in Nursing; Department Head of Outpatient Nursing
 Imelda C. Weisinger, M.A., R.N., Instructor in Nursing
 Eloise Werlin, M.S., R.N., Assistant Professor of Nursing
 Rita Reis Wiczorek, Ed.D., R.N., Assistant Professor of Nursing
 Gloria E. Wilson, M.A., R.N., Assistant Professor of Nursing; Assistant Dean

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 Louise Battista, M.A., R.N., Instructor in Nursing
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 Grace E. Brown, M.A., R.N., Instructor in Nursing
 Amy Chou, M.A., R.N., Instructor in Nursing
 Elaine Crimmins, M.A., R.N., Instructor in Nursing
 Edna Danielsen, M.A., R.N., Assistant Professor of Nursing
 Virginia C. Dericks, M.A., R.N., Assistant Professor of Nursing
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 Dorothy Ellison, M.A., R.N., Associate Professor of Nursing; Department Head of Operating Room Nursing
 Joanne Foster, M.A., R.N., Administrative Liaison, Assistant Director of Nursing Service
 Geraldine K. Glass, M.A., R.N., Assistant Professor of Nursing
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 Margery Manly, M.A., R.N., Instructor in Nursing
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 Grace Moroukian, M.A., R.N., Assistant Professor of Nursing
 Margaret J. O'Brien, M.A., M.P.H., R.N., Adjunct Assistant Professor
 Patricia M. O'Regan, M.A., R.N., Instructor in Nursing
 Madeline Petrillo, M.Ed., R.N., Assistant Professor of Nursing
 Eva M. Reese, M.S., R.N., Adjunct Assistant Professor
 Lena J. Saffioti, M.A., R.N., Assistant Professor of Nursing

Adele Schlosser, M.P.H., R.N., Adjunct Assistant Professor
 Doris Schwartz, M.A., R.N., Associate Professor of Nursing
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 Carolyn E. Wagner, M.A., R.N., Instructor in Nursing; Department Head of Outpatient Nursing
 Mamie Kwoh Wang, M.A., R.N., Assistant Professor of Nursing
 Margie Warren, M.A., R.N., Assistant Professor of Nursing

Emeritus Professors

Virginia M. Dunbar, M.A., R.N., Professor Emeritus of Nursing and Dean Emeritus
 Verda F. Hickox, M.A., R.N., Professor Emeritus of Nursing
 Mary Klein, M.A., R.N., Professor Emeritus of Nursing
 Margery T. Overholser, M.A., R.N., Professor Emeritus of Nursing
 Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing
 Veronica Lyons Roehner, M.A., R.N., Professor Emeritus of Nursing
 Henderika J. Rynbergen, M.S., Professor Emeritus of Science
 Agnes Schubert, M.S., R.N., Professor Emeritus of Nursing

Class of 1976

The name of the student is followed by his or her home address. The college or university from which the student transferred is given in parentheses.

Program I

Adams, Yvonne, New York, New York (University of Delaware)
 Almquist, Gretchen, Milford, Pennsylvania (Vassar College)
 Andreasen, Christine, Apalachin, New York (Houghton College)
 Anyaogu, Evelyn, Nigeria (City College)
 Baglio, Virginia, Oneida, New York (Manhattanville College)
 Bukberg, Anne, Plainview, New York (State University at Binghamton)
 Bures, Elyse, Melville, New York (Mt. Holyoke College)
 Collins, Catherine, Denville, New Jersey (Caldwell College)
 Davis, Diane, Medfield, Massachusetts (Hood College)

- DeCastro, Eileen, Bronx, New York (St. John's University)
- Dembo, Judith, New York, New York (Allegheny College)
- Enchelmaier, Nancy, North Caldwell, New Jersey (Houghton College)
- Epstein, Sheryl, Brooklyn, New York (Brooklyn College)
- Facca, Elissa, Whitestone, New York (Hunter College)
- Farkas, Carol, New York, New York (Finch College)
- Frole, Patricia, Bronx, New York (Fordham University)
- Fruchter, Irene, Brooklyn, New York (Brooklyn College)
- Glick, Joan, Glen Cove, New York (State University at Stony Brook)
- Gussman, Debra, Huntingdon Valley, Pennsylvania (Temple University)
- Harris, Margaret, Avon, Connecticut (Newton College of the Sacred Heart)
- Hookey, Priscilla, Merritt Island, Florida (Wake Forest University)
- Jacobson, Eleanor, White Plains, New York (Newton College of the Sacred Heart)
- Johnson, Deborah, Claverack, New York (Cornell University)
- Kessler, Diane, Closter, New Jersey (Barnard College)
- Kilroy, Kenneth, Stoneham, Massachusetts (Northeastern University)
- Kirwan, Diane, Demarest, New Jersey (Mary Washington College)
- Klein, Karen, Lynbrook, New York (Cornell University)
- Knorton, Donna, Santa Clara, California (West Valley College)
- Kornfeld, Karen, Brooklyn, New York (Kingsborough Community College)
- * Krongaus, Laurie, Encino, California (University of California)
- Lahm, Maxine, Plainview, New York (State University at Stony Brook)
- Levine, Anita, North Bellmore, New York (State University at Stony Brook)
- Levine, Myrna, Woodside, New York (Queens College)
- Liebman, Leslie, Melville, New York (State University at Albany)
- Mahany, Mary, Camillus, New York (Cornell University)
- McElhenny, Margaret, Erie, Pennsylvania (Gannon College)
- McLaughlin, Maureen, Memphis, Tennessee (St. Mary's College)
- Motschwiller, Debra, Wantagh, New York (Hofstra University)
- Pluth, Theresa, Two Harbors, Minnesota (University of Minnesota)
- Quartana, Michelle, Brooklyn, New York (Brooklyn College)
- Redd, Sharon, Pittsburgh, Pennsylvania (Cornell University)
- Ruggiero, Camellia, Malverne, New York (Hofstra University)
- Sanchez, Clyde, Belen, New Mexico (Cornell University)
- Sanchez, Dorothy, Albuquerque, New Mexico (Cornell University)
- Schmidt, Mary, Richmond Hill, New York (Queens College)
- Sohmer, Maryellen, New York, New York (Loyola University)
- Sterk, Linda, Grand Rapids, Michigan (Calvin College)
- Thomas, Claville, Berbice, Guyana (The Western College)
- Windemuth, Donna, Cumberland, Maryland (Western Maryland College)
- Zappolo, Catherine, Carmel, New York (Cornell University)

Program for College Graduates

- Adams, Melissa, Highland Park, New Jersey (University of Pittsburgh)
- Altman, Patricia, New York, New York (Cornell University)
- Anagnos, Alexander, Boston, Massachusetts (University of Massachusetts)
- Andersen, Gretchen, West Suffield, Connecticut (University of Rochester)
- Arrington, Maria, Lansdale, Pennsylvania (Ursinus College)
- Berger, Robyn, Valley Stream, New York (Cornell University)
- Breuer, Wendy, Roslyn, New York (Oberlin College)
- Butler, Christine, Harmony, Rhode Island (Springfield College)
- Cameron, Beth, Lake Park, Florida (Cornell University)
- Caponegro, Mary, Brooklyn, New York (College of Mount Saint Vincent)
- Clark, Alison, Scarsdale, New York (Trinity College)
- Copley, Ann, Stoughton, Massachusetts (Colby College)
- Cummings, Elizabeth, New York, New York (Mt. Holyoke College)
- Dlugose, Deborah, Albany, New York (Syracuse University)
- Downey, Sister Roberta, Stamford, Connecticut (Villanova University)
- Fallers, Beth, Chicago, Illinois (Lawrence University)
- Feibusch, Betty, Brooklyn, New York (Brooklyn College)
- Gantman, Elisabeth, Winthrop, Massachusetts (University of Massachusetts)
- Germano, Elaine, Easton, Pennsylvania (University of Rochester)
- Goldberg, Ina, New York, New York (New York University)
- Grove, Nancy, Sarasota, Florida (Brown University)

Grun, Olga, White Plains, New York (New York University)
 Haber, Andrea, Westbury, New York (State University at New Paltz)
 Hansen, Susan, New York, New York (Brown University)
 Herndon, Carolyn, Avondale, Pennsylvania (University of Michigan)
 Jameson, Deborah, Northampton, Massachusetts (University of Pennsylvania)
 Kortrey, Wendy, Staten Island, New York (Wagner College)
 Kramer, Marcia, Woodside, New York (Cornell University)
 Landesberg, JoAnn, Silver Spring, Maryland (Washington University)
 Lester, Lucy, Hamburg, New York (University of Washington)
 Lewis, Jane, Bayside, New York (State University at Albany)
 Long, Margaret, Orinda, California (Stanford University)
 Lovell, Richard, New York, New York (St. Peter's College)
 Lowe, Joseph, Elmira, New York (Columbia College)
 Mangini, Edward, Whitestone, New York (Iona College)
 Marcil, Patricia, Adams, Massachusetts (Rensselaer Polytechnic Institute)
 McMechan, Mary, New York, New York (City College)
 Ourach, Linda, Kew Gardens, New York (Knox College)
 Rodde, Helen, New York, New York (Stanford University)
 Rossi, Laura, Bronx, New York (Marymount Manhattan College)
 Schulman, Janet, Bronx, New York (Queens College)

Shmagin, Barbara, Forest Hills, New York (Barnard College)
 Smith, Randy, Dumont, New Jersey (Douglass College)
 Spodek, Susan, East Rockaway, New York (University of California at Berkeley)
 Summers, Donna, Astoria, New York (Hunter College)
 Taylor, Betty, Rio de Janeiro, Brazil (Douglass College)
 Treiber, Adele, Garden City, New York (Ohio Wesleyan University)
 Wormser, Ann, New Rochelle, New York (Oberlin College)
 Young, Cynthia, Tuckahoe, New York (Bucknell University)
 Young, Mary, Fayetteville, North Carolina (Cornell University)

Registered Nurse Students

Armstrong, Kerry, Staten Island, New York (Montclair State College)
 Fidgeon, Patricia, New York, New York (Marymount Manhattan College)
 Krebs, Alecia, Miloski, New York, New York (Hunter College)
 Lang, Cheryl, Bronx, New York (Lehman College)
 Logan, Mary, New York, New York (Hunter College)
 Luczun, Mary Ellen, New York, New York (Hunter College)
 Niessner, Patricia, New York, New York (Hunter College)
 Owczarczak, Joyce, New York, New York (Hunter College)
 Rivera, Romen, New York, New York (Hunter College)
 Wheeler, Kathleen, New York, New York (Metropolitan Junior College)

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It is important that persons interested in pursuing one of the programs at the School of Nursing make plans well in advance so that their college programs may be arranged to provide the necessary background.

To receive assistance in such planning, or an application, an interested student should fill out the form on this page and send it to

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